

School Activities

The National Extra-Curricular Magazine

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VOL. VII No. 5

JANUARY, 1936

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Published Monthly from September to May by

SCHOOL ACTIVITIES PUBLISHING COMPANY

1013 West 6th Street

Topeka, Kansas

Single Copies, 25 cents

\$2.00 per Year

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under the
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As the Editor Sees It--

The teaching and the supervisory staffs of the Seattle public schools have developed for school use an attractive booklet entitled "Successful Living." We'll bet that even in this enlightened community there are marbleheads who dub such attention "a fad and a frill" and urge "a return to fundamentals."

The elementary school, in which the home room setting has always existed (in both one-room and multi-room buildings), is now beginning to capitalize this situation for educational profit. Apparently, it took the secondary school activity program to show the possibilities of this educational opportunity. So mark up another score for "extra-curricular activities."

Detroit's new report card shows two significant innovations, first, the adoption of the marks "E," "S," and "U" ("Excellent," "Satisfactory," and "Unsatisfactory"), and second, a provision for marking the pupils on the various elements of good citizenship. Of course, many other schools have made these changes and additions, also. Another step towards the objectives for which extra-curricular activities have always stood.

The statements concluding the two paragraphs immediately above are not so much mere exuberances over the increasing recognition of the contributions of extra-curricular activities as they are a bubbling delight that school authorities are seriously attempting to integrate the curricular and the extra-curricular. Fine business! Hasten the day when the expressions, "curricular" and "extra-curricular," with their nefarious implications shall have disappeared from our educational terminology.

In order "to instill the loftiest ideals of patriotism" the board of a very large school system recently issued an edict

that every pupil must sing the national anthem and recite the pledge of allegiance every school day. We love both the anthem and the pledge, but we are exceedingly skeptical that the required daily singing and reciting will have much influence in developing an intelligent patriotism. What goes on in the mind is far more important than what comes out of the lips. And there is often little or no relation between these two. Singing and repeating patriotically is not necessarily synonymous with acting patriotically. Such a requirement is, of course, an easy and good-publicity method of disposing of this matter. But it is not basic.

The Executive Committee of the National Congress of Parents and Teachers at the recent session in Chicago voted a demand "that the practice of substituting school safety patrols for policemen" be abandoned. We heartily agree with this position. Safety patrols within the school are quite appropriate, but patrols out in the street represent a liability and not an asset. And, as we have pointed out before, their existence is hardly complimentary to the community in which they officiate. It is anomalous, to say the least, that a community should provide a school for its children and then not offer them adequate protection on their way to and from that school.

In the November number of *Educational Method*, Caroline Pratt writes under the caption, "Social Experiences—Not Social Studies." What an apt way to put it! The term "study" has done much to discourage education. Probably very few of us like to "study," but all of us like to "learn" and to "experience." Incidentally, several of Miss Pratt's suggestions concerning "honest adventures" relate particularly to the commonly designated "extra-curricular activities."

What Outcomes May Be Expected from Pupil Participation?

N. ROBERT RINGDAHL

Principal of Corcoran School, Minneapolis,

MORE AND more we want to see in all educational adventures definitely provided and measured "outcomes." In some fields it is easy within a brief time to ascertain the type of outcome. In other fields, and that of pupil participation in school administration is one of them, it is by the very nature of the case difficult to measure or definitely to point out outcomes, chiefly because these outcomes lie in a remote future period. One may see and point out outcomes of an immediate nature, and these may have value sufficient to make the effort most worth while, and yet they may be a mere bagatelle compared with the more remote but enduring and effective results which the pupil may experience as an adult.

Participation may obviously be practiced through any one or many of various activities, but will in this discussion be thought of as limited to room organization, student council, and building patrols.

We like to think of participation as in some way embodying a program which looks to the welfare of the school. When there is organized a student council or when a building patrol is set up, a field is entered where the road is broad and where the way is not clearly laid out, but where the possibilities for pupil initiative and pupil growth are infinitely great. Outcomes may be subtle and difficult to trace, but they are vital.

A new challenge faces this pupil almost daily, since the situations which confront him are scarcely ever exactly similar and in very many cases the pupil must rely on his own judgment, show some decision and initiative, and hold his ground once a decision has been made. A feeling of authority and responsibility sobers him and it also stimulates him. "That which does not express itself dies." Through participation pupils express the very qualities it is our wish and hope to cultivate. At the present time fifty-five pupils, out of an enrollment of 1041, not count-

ing any who are serving in room organizations, are definitely assigned to some post with specific responsibilities.

The most common form of participation is through some type of room organization. My first experience with it goes back to 1917, when I assisted the president and secretary of a fourth grade room in their duties. In more recent years here I have seen first grade children with the most unusual poise, and dignity take charge of a room of some 40 of their classmates and carry on a routine with almost perfect precision. Sometimes they improvise, as did a little six-year-old 1A girl who was unexpectedly called upon to preside during the first week of school this year. She had forgotten the more common formula, so, after a moment's hesitation, she simply said, "The meeting is on!"

Once all our teachers were called together to listen to a broadcast by a child study expert. Pupils were left alone. In a 1B room the class organization ordered a little offender isolated for some minor misconduct, as was observed by a casual visitor. Social pressure may begin early!

Says one first grade teacher: "Our civic meetings have had a very definite effect on conduct. They are presided over by the pupils. Many questions of ethics have been solved during these meetings."

Conduct committees in rooms may help to socialize conduct problems. Pupils subjected to the pressure of group disapproval are likely to take on permanent improvement soon. Herbert C., a pupil new to one of our fourth grade rooms, delighted in bits of horse-play and misconduct on the sly. It was not long before he found himself unpopular and frowned upon. He now has a much improved attitude. Maurice C. came from a small town where he had been a local hero and fun maker. He tried to carry on in a fifth grade. Gradually he found himself ignored and disliked. He finally took on a wholesome, co-

operative attitude.

We have for seven years maintained a student "council" of one boy and one girl from each room of grades 4 to 7, making a total of some thirty members. They are elected by their classmates for one semester. My own experience would amply justify this organization, but in an attempt to secure more "objective" evidence of outcomes, I asked some seventy-five present and former members a few questions, one of which was, "What is the chief way in which the council has helped you?" Fifteen answered, "To be a better citizen." Eight said, "To obey school rules better. Other rather interesting replies follow: "It has helped me to get up and talk," "To be loyal," "A lot of different ways," "It helped me to do more for my school," "It has helped me to be a better all around Cocoran school citizen," "It has helped me in my character," "To make rules and obey them," "In being more loyal and helpful," "To do the right thing," "It made me (fourth grade girl) more thoughtful and kindful to others," "When they made the code it helped me to remember not to walk on the grass," "To get over bashfulness," "Taught me to be more courteous," "To respect and help the school," "To do what is right and to be courteous," "It helps me to be more obedient and careful," "It taught me a lot of things about politics," "It has helped me to conduct a meeting," "To conduct myself better and obey orders," "To respect authority," "It taught me to be on time and do my duty," this from a boy who for a year and a half had charge of ringing all program bells.

One question was, "What that we did do you remember best?" A few answers follow: "The making of the slogans to make our school a better school," "When we elected children to take care of the encyclopedias in the hall and to stop children from cutting across the lawns," "When we made the student council code," was given by a large number.

In answer to the question, "What did you like the best?" one said, "Working on the bulletin board," several replied, "The parliamentary drills," many answered, "Working on the code," but a good majority did not hesitate to say, "The picnic!"

The real test is whether the "outcomes" will affect the lives of the pupils after they have left school. Effects on the school as such are but temporary. I believe that partic-

ipation is the most effective and most worth while of all of our methods of so-called character training, though this is never referred to in so many words.

I would favor having pupils rate themselves in conduct, this rating then to be approved by a vote of the room for each pupil. This would probably be more accurate than any teacher's mark would be, and it would tend to subdue and help the young lawless pupil who in later life might otherwise become a real offender.

Pupils like to take part. Once a boy who had been out of our school for a year returned for a visit. Casually I asked him, "What did you like best at Corcoran?" His immediate reply was, "When you gave me a job!" He had had charge of a portable hall aquarium while in the sixth grade.

To get a certain boy who had been a difficult problem, a clinic case, in fact, under the influence of the council, I created an opportunity to name him (he would **never** have been **elected!**) to the council. It helped him greatly. He said, "I learned a lot about meetings and their ways. It was all very nice. I liked it all." In Seattle, 1927, during a session of the National Conference on Student Participation, a person asked the speaker, President Hargreaves, of the Cheyney, Washington State normal, whether he thought a bad boy should be permitted on the council. Without a moment's hesitation he replied, "Yes, it will make him good!"

Following is a copy of the "code" prepared by the members of the Corcoran student council in 1933. They had help on number nine. The others appear practically as they chose them, word for word.

—CODE—

1. Make good use of time.
2. Laughing at accidents that cannot be avoided is rude and unkind.
3. Good school citizens respect authority.
4. Good school citizens are considerate of others.
5. Treat other people's property as you would like to have them treat yours.
6. Be careful and not wasteful of school supplies and books.
7. Walk quietly in the halls and do not talk unless necessary.
8. Be courteous at all times.
9. A good school citizen does not throw snowballs, stones, or anything else that may injure anyone or destroy property.

10. A good school citizen conducts himself well in the lunchroom.

Some observations of teachers as to "outcomes" of the code follow: "I have used the code with some good results, I believe," says a second grade teacher. "Each child had his own individual copy. He would check any rule he had 'broken.' At the end of the week he would check again and measure himself as to improvement or failure." "My children often refer to the code rule, 'Make good use of time,'" says a kindergarten teacher. "They check each other on this. Also 'Not to laugh at accidents' has been very helpful, and they often refer to it when someone falls." Clarence noticed Douglass running over a new lawn and reminded him that he should not do it. "I just asked Douglass how he would like to have someone run over his new lawn," said Clarence. After Douglass' reply, Clarence said, "Well, then don't do it to anyone else." Reported by a second grade teacher.

Says a fourth grade teacher: "Pupils have said that they have not laughed at accidents since the code has made them understand it was unkind to do so. Many reminded others not to throw snowballs. Several times care of other people's property has been mentioned and the part of the code pertaining to it quoted."

A third grade teacher: "The influence of the code has carried over in a great many cases of misconduct. The children often referred to it in speaking of helpful acts of individual pupils. I feel that it has given them a background in many ways, especially in trustworthiness when the room was left to itself." Another fourth grade: "The citizenship code has helped the children in a general way in that it has inspired a feeling of respect, kindness, and thoughtfulness for others, both in school and out. Many children have reported an improvement in the relationship between brothers and sisters as well as playmates, and their attempt to be helpful to parents." A sixth grade teachers reports: "Pupils are more careful of school supplies and books. There is a tendency to mend a torn book at once."

From a fourth grade: Lorraine: "I saw someone stumble. I started to giggle then remembered just in time." Beatrice: "My sister fell when roller skating and I was going to laugh but remembered our code." Gale: "My brother was trying to milk when the cow tipped the bucket. I really did not laugh as

I remembered the code." John: "Last Sunday was Children's Day and a boy forget his piece. Everybody laughed but I felt ashamed to laugh because I remembered it was wrong." A seventh grade teacher says: "Participation has helped in creating a fine spirit among the pupils. I feel that the student council has done much to bind the building together as a unit."

What outcomes may be expected from a system of building patrols? These patrols have many specific duties about the building, including checking on conduct.

This service has helped materially to establish a co-operative attitude on the part of patrols as well as on the part of other pupils. It has made all more sensitive to misconduct and more ready to condemn it. It has made them more open to improvement and to self-discipline.

The influence of patrols checking on conduct carries over into after-school hours. A boy walked into a store and took a candy bar. Two boys outside noticed it, made him re-enter the store and return the bar of candy and go to the proprietor to apologize. (Reported to me by the proprietor.) Two others compelled a third who had broken a window and who was about to run away, to go back to the owner and admit the offense. Pupils like to serve. A former pupil returned to visit. I asked him what he liked best when he was at Corcoran. His answer was: "When I was made a patrol."

Sometimes unexpected situations occur. A second grade teacher reports this: "On several occasions when detained from my room I have found a patrol in charge when I returned. Once I asked the girl how she happened to go to the room, and she told me she knew there was a teachers' meeting and the room was alone. A first grade teacher says: "One noon when we were late in returning from a meeting, I found Robert Youngdahl, a patrol, in charge of my room. There were more than 40 1B children and all were busy. Some were reading, some were drawing, and others were writing. I thanked Robert and asked him how he happened to be there. He said, "Oh, I am a patrol so I just came in when I saw you were not there."

Conclusions—

1. We may expect an immediate wholesome attitude towards the school; one in which the highest team work is possible and

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The National Junior Honor Society in West Side Junior High School

J. R. BULLINGTON

Principal of West Side Junior High School, Little Rock, Arkansas

IN FEBRUARY 1929 the Council of the National Honor Society was authorized by the Executive Committee of the Department of Secondary Principals to organize the National Junior Honor Society. When this action was brought to the attention of our faculty in September, 1929, it was decided that affiliation with such an organization would be an additional stimulus to scholarship and worth-while qualities of citizenship in our school, and would afford the guidance and inspiration of a national connection. Our application to the National Council for a charter brought sample constitutions on which ours might be based. The chief problem in connection with the constitution was the determination of the level of scholastic achievement above which the upper ten per cent of the pupils fell. For our school this was 3.2. For purposes of computation numerical values 4, 3, 2, 1, 0 were assigned to the literal marks in use, A, B, C, D, E. Therefore, 3.2 figures quite prominently in local school as well as in prohibition history. The local constitution was approved and permission to proceed with the selection of members was granted in May, 1930.

Members of the local chapter are elected by a faculty council chosen annually by the heads of departments. Membership is based upon school citizenship, scholarship, service, leadership, and character. The following standards with regard to these qualities have been set:

1. The semester scholarship average up to date of election must be 3.2 or above.
2. No monthly or semester citizenship

mark below B and an average of not more than two B's per semester.

3. An average of from five to ten service credits per semester.

4. High rank in leadership and in character. Any mark below B on these qualities will be considered a disqualifying mark.

5. A pupil of West Side Junior High School for one year.

The faculty council examines the records of the school, lists the names and makes notation of individual records of all pupils whose scholarship, citizenship, service, and residence entitle them to consideration. This information is placed on a mimeographed sheet and is submitted to all teachers for their judgment with regard to leadership and character. A sample of this sheet appears below.

NATIONAL JUNIOR HONOR SOCIETY October 3, 1934

PLEASE TAKE TIME TO LOOK THIS
OVER CAREFULLY

The pupils whose names appear on this list are by reason of their scholarship, citizenship, and service records-nominated as candidates for election to the West Side chapter of the National Junior Honor Society.

As a further check on their qualifications, you are asked to give each candidate whom you know a letter mark (A, B, C, or D) in leadership and character. Place the mark in the proper column. Any mark below B will be considered a disqualifying mark.

NAME	Schol. Average	Citizen- ship A B C	Total Service	Leadership A B C	Character A B C
1. JANE SMITH	3.3	73-0-0	23
2. WILLIAM JONES	3.4	49-3-0	21
3. JOHN SMITH	3.2	51-0-0	10

January, 1936

The faculty committee then meets, considers the tabulations of teacher judgments, and makes final decision as to membership.

In practice we have made some modification of the procedure outlined above. The constitution provides for the dropping or withdrawal of members who have failed to maintain the standards set for admission to the society. Compliance with this provision has on several occasions caused embarrassment to the pupils dropped and to members of the faculty council. It has seemed unfortunate that a pupil who has been admitted publicly into full membership, has been given a card of membership, and has purchased the recognized emblem of the society, should afterwards be asked to surrender all the indications and privileges of membership. To avoid this sort of thing as much as possible our school has adopted the plan of postponing the election of pupils into full membership until they reach the 9B grade. Pupils in other grades who are eligible receive recognition as eligibles in an assembly but are not installed into full membership until they reach the 9B grade. This has the effect of setting a longer probationary period for candidates and at the same time decreases the likelihood of forced withdrawals.

The newly elected candidates are installed as members at a National Junior Honor Assembly held once each semester. This assembly has been made one of the most impressive and inspirational ceremonies of the year. Several rituals have been used in order to give variety. One ritual service is published in *Bulletin 53 of the Department of Secondary Principals of the National Education Association*. This service renders proper recognition to the new members of past achievement and stimulates them to continued effort. Membership in the junior honor society does not guarantee in any way membership in the National Honor Society in the high school. That honor has to be earned in its season. As a matter of fact, however, most of the members of the junior honor society have later become members of the senior high school organization.

Members of the society have engaged as individuals in all the types of service that the school offers. Ordinarily our difficulty is not to get them to do enough service but to keep them from doing too much. Frequently the service limitation rule has to be

exercised against them. In addition to these services as individuals they have undertaken several projects as a group. Under the leadership of the faculty council they made a careful study of the interpretation of the qualities of citizenship, leadership, service, and character and made specific application to the local situation. They conduct twice a year the very impressive junior honor assembly for the installation of new candidates. During the past year the society co-operated with the pupil council in the study of the citizenship marking system in the junior high schools. During the coming year they will assist in the orderly management of the pupil patrons of the cafeteria and in the direction of traffic in the corridors.

No effort has been made to evaluate in a scientific manner the advantages and disadvantages of the society but it seems to be the unanimous opinion of pupils, patrons, and teachers that the National Junior Honor Society has been a very effective influence upon our student body in the direction of the qualities for which it stands.

"Through the occupation of idle hands, and the right use of mental faculties provided by recreational agencies, our unemployed have not lost spirit in these troublous times. And, in the process of becoming interested in what we call the 'art of living' they have become happier men and women, and better able to respond to the needs they face.—Henry Horner.

Free discussion and questioning of moral values, even of the most fundamental moral values, must not be banished from the school. It should be given a place in the student life of the school, only the time and the form should be properly chosen. It may be reasonably doubted whether an unexamined life is worth living.—Demiashkevich.

A supreme purpose of education in the United States, in addition to the development of rich and many-sided personalities, is the preparation of the rising generation to enter the society now coming into being through thought, ideal, and knowledge, rather than through coercion, regimentation, and ignorance.—William F. Russell.

Doing nothing for others is the undoing of one's self.—Horace Mann.

A Ritual As a School Project

ERNEST BAVELY

*Head of the English Department of Weir High School, Weirton, West Virginia, and
Editor of The High School Thespian*

AT ONE o'clock Friday afternoon the bell rings, and students numbering approximately 750 go to the auditorium, entering by home rooms as a march is played by the school orchestra.

The program begins and proceeds without announcements. The assembly rises as the orchestra plays a favorite school march. The flag of the United States and the Weir High School flag are brought down the two center aisles from the rear of the auditorium and placed on the stage. Members of the Boy Scout Troop, dressed in uniforms, carry the flags. One of the two scouts steps out and leads the assembly in "The Pledge of Allegiance." The director of music leads the Star Spangled Banner. The audience is seated, and a student leads the assembly in the Student's Creed which is as follows:

Student's Creed

"We believe in the joy of success as gained by honest application to duty and earnest endeavor to serve.

We believe in friendship toward all peoples and in courtesy as the secret spring of opportunity and happiness. We believe in fairness in work and play and in having the courage to stand for that which is right.

We believe in progressiveness and co-operation as embodied in our ideal, **Onawa**, and as practiced by loyal students.

We, the students, pledge ourselves to be true to these ideals and to uphold and honor the name of our school."

The assembly rises and the song follows:

Alma Mater Song

"Shout praises of our dear old Weir High
Hail to the school that we adore;
We're for the Red and Black, our colors:
We could not love them more.
We'll always love our Alma Mater
And her ideals will always rule,
Better prepared for life's long journey
For having old Weir High School."

At the close of the school song, the pupils are seated. The assembly leader sounds the keynote of the program for the day in a talk of two to three minutes duration. At the close of this talk, the student chairman for the program of that particular day calls for the school hymn.

School Hymn

1. Father, hear the prayer we offer,
We, the students of Weir High;
Steadfast service we must render
Have the will to do or die.
2. Weir High's students are united
'Neath the glowing sun's caress,
O, thou God of truth and justice,
Come, thy children now to bless.
3. Glorious leader of our nation,
Homage to Thy feet we bring,
Send Thy blessings on our high school
Grant them, O Almighty King.

Chorus:

Make us true in every word and deed,
Following in the paths where Thy foot-
steps lead.

The school hymn is followed by the reading of the scripture by a student and the Student's Prayer, which is led by the same student.

Student's Prayer

"Our father in Heaven, we come before Thee in an attitude of prayer and worship to ask Thy blessing upon this, our high school. Help us to realize that the life of our school is made up of the individual acts of each student and that each must accept his share of responsibility. Help us to be kind in our judgments; generous in our associations; and filled with a desire to be truthful, just and honorable in all acts. When temptation is great and we fall, give us the strength to remake our lives, so that we may not fail to reach our goal. Teach us to hate war and love peace so that peace and unity among nations may be preserved. May these petitions be granted, and may we grow to be worthy of **THY TRUST**.

January, 1936

Such is, briefly described, the nature of the first part of the assembly program which has been in operation at Weir High School for nearly three years. In order to appreciate the merits of this project—which, for want of a better name, shall be designated hereafter as the Weir High School Ritual—let us relate the history of its origin and growth.

I. ORIGIN

The idea of the Weir High School Ritual was based upon the General Assembly Ritual used at Tulsa Central High School, Tulsa, Oklahoma. Study of the Tulsa Program had convinced us of the integrating influence that a similar agency would have in our own high school.

To explain and “sell” the idea of a Weir High School Ritual to the entire student body, talks were given in the assembly period, and the campaign was then carried to the individual home rooms. All connected with the high school were asked to participate in making the new idea a success.

The first step in developing the ritual was to select a **school ideal**. Following the selection of **Onawa** (an Indian word meaning “forward”) as the school ideal, the next step was to have the students prepare and select a suitable Student’s Creed, a Pep Song, a School Hymn, and a Student’s Prayer. (The Alma Mater Song came later.) Since these were to be original student productions, a general contest was open to the entire student body. The fact that the productions chosen as winners would be permanent was sufficient incentive to attract many contestants. By spring of 1932 enough entries had been made for each feature of the contest, and under the supervision of faculty members a general student body vote was held to determine the winners. Copies of those contributions selected as among the best in each event were distributed to home rooms and there voted upon. In the case of the songs, the music for which had been composed by students also, a group of girls selected by the music department sang each song before the student body. It was only a matter of a short time before the winners of these events were announced. The ritual was put into operation that spring; its ultimate completion was achieved during the succeeding year.

II. GROWTH

The interest taken in The Weir High Ritual has been highly gratifying. Since its in-

ception, the project has been broadened in significance, and its influence for a more unified school life has been felt in the community. For instance, a fifth, sixth, or seventh grade youngster may be seen practicing the Alma Mater song for his music lesson on the cornet. Visitors have been impressed with the formal opening of our Assembly program and have carried their impressions home, to tell others. The community as a whole has taken the idea over, feeling a great degree of pride in knowing that it is all a product of their own children.

With the adoption of the 6-6 plan in our local school system, it became necessary to have an additional weekly assembly program for the seventh, eighth, and ninth grades. The project has been successfully introduced into these grades. The students have responded very enthusiastically, and the popularity of the Weir High Ritual has been firmly established.

From an administrative point of view, it may be interesting to note that the teaching of the whole Ritual is under the supervision of the English department. The work of the first week usually consists in teaching the Ritual, with the greater emphasis being placed in the Freshman groups.

III. MERITS

Aside from the general success that the program has enjoyed since it has been in existence, both with the student body and with the community, there are some deeper and more significant facts to which attention must be called. It is because of these facts that the entire idea is fundamentally a project in character and citizenship training.

1. **Loyalty.** Unquestionably, one of the chief resulting factors and one of the prime requirements for the complete integration of school life, is the effect the Ritual has had in fostering a deeper and more genuine spirit of loyalty for the school and its ideals. The very fact that the whole project is centered around the school ideal, **Onawa** (symbolized by an Indian chief on horseback) is sufficient impetus to keep the school ideal before the students’ minds. Persistent contact with these ideals inevitably results in greater school loyalty. Evidence of this loyalty has been observed particularly with the graduates who occasionally visit the school. The enthusiasm with which they join in the Ritual is really indicative of their feelings toward the school

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A Student Council on a State Government Plan

FLOYD RABEHL

Head of the Science Department, Cudahy High School, Cudahy, Wisconsin

THE METHOD of electing and organizing the student council at Cudahy, Wisconsin, high school is somewhat different from that of many schools. The following "Article II—Membership" from the Cudahy High School student council constitution indicates ways in which it differs.

SECTION I. The council shall consist of one representative of each home room, one representative of each school organization listed in the by-laws of the council, one faculty representative, and eight student officials elected by the student body and faculty; namely, a Governor, Lieutenant Governor, Secretary of State, Secretary of the Treasury, Attorney General, Superintendent of Schools, Senator and Assemblyman.

SECTION II. (a) To be eligible for membership on the council a student must have a grade average of at least 75% for each of the two five-week periods immediately preceding election and shall have no grade below 70% for these periods.

(b) Only students with a class standing of 11B or above shall be eligible for the offices of Governor, Lieutenant Governor, Secretary of State, and Secretary of the Treasury.

(c) Only girls shall be eligible for the offices of Secretary of State, Superintendent of Schools, and Assemblymen; only boys for the offices of Secretary of the Treasury, Attorney General, and Senator.

SECTION III. Unless suspended by the principal, student officials shall hold office for one year, home room representatives for one semester, and organization representatives for their term of office in the organization which they represent.

SECTION IV. (a) Student officials shall be elected by a majority of the votes cast in an all-school election held in May of each year.

(b) Home room representatives shall be elected by a majority of their respective home rooms in September and February of each school year. Each home room shall likewise elect an associate representative to substitute for and assist the home room representative.

(c) Organization presidents, or other of-

ficers named by their respective organization, shall represent their clubs on the council. These presidents shall, within three weeks of the beginning of each semester, meet and elect one of their number to act as club representative upon the executive committee of the council.

The general election and organization is patterned after that of the state. At the present time there are four major political parties, sponsored by the Hi-Y, the Library Club, the Economics Club, and the Science-Nature Club. Any organization desiring to support a party is encouraged to do so. The total number of parties has remained comparatively constant. New ones spring up, and old ones go out of existence, but some have become traditionally a part of the election and appear each year.

Early in the spring each party chooses a manager, who attempts to line up the strongest list of candidates possible. It is the duty of all candidates to circulate nomination papers throughout the student body, the required number of signatures being a certain percentage of the school enrollment. When the nomination papers are filed, they are examined by a committee appointed by the student council. Any candidate who does not meet the constitutional requirements as to year in school and scholastic standing is rejected. It has happened in the past that party managers have been lax in checking requirements, and the result was that they went into the campaign without candidates for some offices.

Each party usually draws up a platform containing items of interest for the student body. For example, one party last year advocated an all-school activity ticket; another promised a series of entertainments; and a third included the construction of a new electric bulletin board. Parties frequently have advocated very silly things, such as putting more water in the bubblers; but in general they discovered that such agitation was unprofitable. Parties are not allowed to promote measures that fall in the realm of school administration.

After candidates are elected and plat-

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forms are drawn up, the campaign gets under way. Much advertising is done on the bulletin boards and the blackboards throughout the school. The issue of the school paper immediately preceding the election contains a campaign supplement, with individual candidate and party advertising. The day before the primary election a school wide political rally is held. All candidates are given a limited time to present the advantages of their platform, and at the close the party managers are allowed time to refute any claims their opponents have made.

The election is closely supervised by the student council. This supervising starts with a registration period in about two weeks. Students or faculty who fail to register must be sworn in on election day if they care to vote. A primary election is held in each home room, the purposes being to limit each office to two candidates. The regular election, held a day after the primary, takes place in regularly scheduled polling places. Ballot clerks from each polling place form a committee to count votes. The results of the election are kept secret during the day; and then just before school closes, the school paper appears with an election extra.

The newly elected officers are sworn into office at an impressive ceremony. In each case the retiring officer accompanies the newly elected officer to receive the oath of office, which is administered by a local judge.

Now the council is ready to take up the work of the year. The entire body, including club and home room representatives, meets every two weeks. The executive committee, which is composed of the elective officers, meets at the call of the president.

This method of election has created great interest and has materially helped to keep the council the chief organization in school.

A RITUAL AS A SCHOOL PROJECT

(Continued from Page 9)

as a whole.

2. Participation in the Assembly Program. One of the many advantages of the Ritual is that it guarantees a one hundred per cent participation in the Assembly Program. This is a situation of which not many schools may boast. The result of this participation leads to a much better school atmosphere, and it serves as an excellent lesson for the child to work with others in a situa-

tion where success depends upon co-operative effort.

3. Orderliness and Attention. A third merit resulting from our Assembly Ritual is the development of a finer spirit of orderliness and attention manifesting itself particularly in the Assembly itself. The formal opening of the program produces an effect of quietness upon all present. Whispering, the shuffling of feet, and general disturbances have disappeared. The formality of the whole program is sufficient to evoke the greatest desire for orderliness and attention from all. And this in turn prepares the entire Student Body for the second part of the program which follows the Ritual.

4. Barometer of School Spirit. Another factor of particular interest to the school administrator and faculty is the use of the Ritual as a barometer of school spirit. Invariably, the interest and general enthusiasm with which the Student Body participates in the formal opening, indicates the rise and fall of School Spirit. While interest has never lagged considerably, there have been days when the Assembly has been "low in spirit." To know just how the entire group reacts from one week to the next is of some practical value to those who serve in administrative positions.

5. Building a School Tradition. Another of the gratifying results of the Ritual is its effect in helping to create a better school tradition. Even though the whole project is in its infancy, this one result is quite evident. As pointed out above, the wholesome, enthusiastic spirit with which visiting graduates join in the Ritual is a situation exerting most desirable consequences in the life of the school.

IV. THE FUTURE

That our Assembly Ritual has shown its worth as a real integrating factor in the life of our school is conceded by all who are familiar with it. Only the future, however, will show the permanent influence our project will have upon the school and the community. Educators work diligently toward the training of the "whole child." We are confident that a part of his character and citizenship training comes from participation in an assembly program such as has been inaugurated at Weir High School. We feel that some day and somehow the ideal on which our Ritual rests will bear results.

Does a Stamp Club Have Educational Values?

J. ALLISON STEVENSON

*Administrative Assistant at Boys High School, Brooklyn, New York, and
Stamp Collecting Merit Badge Counsellor of Queens Council (N. Y.) Boy Scouts of America*

THERE IS A bit of Josh Billings philosophy which says: "Consider the postage stamp, my son, its usefulness consists in sticking to one thing until it gets there." There is a profound truth in that homely statement. As teachers we would be delighted to "get it across" to our pupils in their devotion to their work.

The stick-to-it-iveness of the postage stamp is the first and foremost lesson to be learned by that busy and deeply interested group which foregathers each Thursday afternoon and calls itself the "Collectors," "Stamp Club," "Philatelic Society" or some other name more appealing to childish fancy. To the uninitiated this stamp collecting hobby seems a more or less colorless pastime.

Perhaps there is a vague interest in the sale value of the individual stamps or of a collection as a whole. As if any true collector were interested in that aspect of his hobby! Real joy, real thrills, pleasurable and educationally profitable hours, the joy of collecting, the satisfaction of an elusive item finally acquired, training in meeting and trading and perhaps bargaining with one's fellows—all these the embryo collector knows. How much is it worth? Perish the thought! If you enjoy a visit to the theatre, do I ask you whether you can cash in the seat ticket stubs? And yet, if necessary, I can always realize on my stamps.

Well then let us see what this stamp collecting has to offer. What educational values has it? Interest? Plenty. Self-activity? Again plenty. Self-direction? Loads of it. Evaluation or judgment? Ask the youngster who is weighing the advantage of a swap of his duplicate jubilee stamp from Trinidad and Tobago for one of the latest musician series from Germany. By the way, do you know where Tobago is, or that the paper of the German stamp will have a swastika watermark? The boy does!

What a field of history is opened up on these little stamps. Turn to the stamps of Hungary. Monarchy, republic, soviet republic, republic, monarchy—all clearly reflected on the stamps. Or consider the breakdown

of Germany's financial system in the years following the war. For years a one-mark stamp was sufficient for general use. Oh yes, they had a few higher values, but for the most part they reposed in the post offices. Then came inflation. At first modest little surcharges appeared, raising the value of a stamp to one and a half or three marks. Pfennig issues disappeared or were overprinted with mark values. Then the deluge. In rapid succession face values represented hundreds, thousands, and millions of marks. Stamps fresh from the printing presses had so depreciated in value that both sides of an envelope had to be covered with stamps to pay ordinary postage! In 1923 a single stamp represented fifty billion marks!

See Russia's history as depicted on her stamps, or study the geography of the far-flung British Empire. Perhaps you'd like to gather a novelty collection of birds, beasts, fish, ships, animals, bridges, types of architecture, natives of strange lands, waterfalls,—the list is long and for the most part readily attainable. Uncle Sam's commemoratives of the 150th anniversary of events in the War for Independence lend intimacy and realism to the study. Last year we had a set setting forth the beauties of our national parks. One boy gathered together forty-two stamps bearing Latin mottoes.

Just a word here about acquisitions. Give a boy stamps for his birthday, for Christmas, or on other occasions, but do not swamp him. As a general rule, a packet of a hundred will be plenty. He'll have time to study them without neglecting his other work or losing interest because of the mere mechanics of handling so many at once. Packets should contain all different stamps. Don't buy cheap packets of large umbers of stamps—they are sure to contain many duplicates of the same stamp or stamps, even though the specially arranged featured stamps look very attractive through the glassine window of the envelope.

Study of watermarks is the natural approach to a consideration of an interesting in-

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dustrial process, paper-making. Do you know the difference between wove, laid, and granite paper? Or what a dandy roll is? Just how does the pulp become paper, and how does the watermark get into it?

Attention will be directed to printing processes. Stamps are either engraved, typographed, lithographed, or made by the roto-gravure process. Means of separation must be provided, for they are imperforate as they come from the press. Some are sold that way, and must be cut apart. Most of them, however, are perforated or rouletted for ease in separation. And it makes quite a difference whether the number of perforations to the width of the stamp is 10, 12 or 15.

So you see there's a lot more to it than you thought, and we've just scratched the surface. It's not just a matter of a few children getting together to swap stamps. Interest in most of the points here mentioned will develop naturally, for the pupil who knows about them will tell the others either formally or informally. A mere suggestion from the club sponsor will be sufficient to start study of any phase of the hobby that may seem to have been overlooked. Here is one club where the sponsor does not have to supply the stimulus.

Difficulties? Just two, as the writer sees it. Guard against the pupil who tries to commercialize the activity by acting as agent for a stamp dealer. He has no true interest and will belittle the program in his anxiety to get opportunity for sales. Secondly, if you have "auctions," in which the pupils make up envelopes of their duplicates to be sold to the highest bidders among their classmates, see that an honest statement of the types of stamps enclosed accompanies the offering, and allow a dissatisfied purchaser to appeal to an adjustment committee.

If you do not have a thriving stamp club in your school, you can have one. Start one or see what is wrong with the one you have. There are educational values here which you should not withhold from your pupils.

WHAT OUTCOMES MAY BE EXPECTED FROM PUPIL PARTICIPATION?

(Continued from Page 5)

where it is natural and easy for pupils, teachers, and principal to work together.

2. "Anti-social" individuals gradually yield to a favorable group pressure, and discipline so-called almost ceases to be a problem.

3. Pupils readily and sincerely try to observe standards of conduct set up by themselves.

4. A more kind and thoughtful attitude develops and this extends into the home.

5. A resourcefulness and self-confidence in meeting new and unexpected situations in an effective and well-poised way.

Amateurism is well worth preserving, we believe, in high school sports. The League's amateur rule is stated in Article VIII, Section 8, and disqualifies any athletic contestant from further participation who receives anything of value for participating in any form of athletics. Since the colleges generally are receding from the amateur principal, we may look for a similar movement in high school sports. It will be a great mistake, in our opinion, to yield to this pressure. The claim is made that they are paying college athletes anyway, so why not make it open and above board by agreeing on a schedule of payment for athletic services? But that does not settle the matter at all. Since in yielding to this argument, agreement is reached on a certain set schedule of rates, we still have just as difficult a matter to deal with in the matter of enforcement, if not more difficult. One college will by surreptitious methods pay more than the scale allows, and another college will edge up to and over the line, and the same old story will be set going, the same old hypocrisy, the same disgusting quarrel with all attendant criminations and recriminations. The question is not settled by adopting a scale; it is made more difficult. If the bars were thrown down and no limit set on payments, that would indeed do away with difficulties or enforcement and the charges of hypocrisy, but it would raise still more difficult problems. There's an old Arab parable to the effect that a traveller on the desert on a cold night permitted a camel to stick his nose in the tent. When the traveller awoke again the camel had his head in; a little later his shoulders, and so on until the traveller was on the outside of the tent and the camel on the inside. So it is with the camel of commercialism; let him get his nose in, and he will soon occupy the tent.—Roy Bedichek.

Adult education must bring each of us to a keener realization that our real wealth is measured only by the number and quality of our appreciations—A. Caswell Ellis.

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Assembly Programs

M. CHANNING WAGNER

THE MONTH of January presents many special day programs. In this month we find the birthdays of Benjamin Franklin, Robert Burns, Lord Byron, Edgar Allen Poe, Robert E. Lee, and many other people famous in the fields of literature, science, history, and art. It is suggested that classes in English, history, science and other subjects search for individuals who have made contributions in their particular field and build assembly programs through class projects around these famous people. They should serve as a source of information as well as inspiration and thus greatly enrich the work of the class room.

FIRST WEEK OF JANUARY

Assembly Program on "Time"

SUGGESTED PROGRAM

1. Scripture reading and the Lord's Prayer
 2. Salute to the flag
 3. Call to the Colors
 4. Poem on Time by Thomas Carlyle
 5. Play, "Time"—Scene I (given in detail below)
 6. Music by the orchestra
 7. Play, "Time"—Scene II (given in detail below)
 8. Film, "Time"—a Castle film which may be secured rent free. It depicts some of the older means of keeping time and shows the manufacture of watches today. The means of getting time from the stars through the spider web of a telescope is also illustrated. A large part of the film was made in the Elgin watch factory.
 9. Alma Mater, sung by the school
- The above program should take not more than forty-five minutes.

"TIME"—a short play

The first scene takes place in a science room after school has been dismissed. A group of boys and girls are working on exhibits to be used in the auditorium program two days later. One is making a sundial, others a time candle, a water clock, knotted rope, etc.

Scene II is the stage of the auditorium where the rehearsal for the program to be presented the next day is taking place. The exhibits "under construction" in the first

scene are now on display and are each shown by the pupil explaining that phase of time-keeping. The dialogue in between the reading of the parts occurs during the rehearsal only, it is not to be a part of the program the next day.

SCENE I

FRED. Oh my! This is some job. I just can't make this sundial straight.

BILL. Do you want some help? It must be done by tomorrow so we can use it for rehearsal.

FRED. Tomorrow? It just doesn't seem possible that the date for our auditorium program is here.

GRACE. You will begin to realize it soon.

HELEN. Jack, what on earth are you doing?

JACK. Reading.

GRACE. Reading? When we have all this work to do? Come on and help us.

JACK. After a while. I want to figure out something now.

FRED. What are you reading that is so fascinating? A wild west story, I'll bet!

JACK. No. Wrong that time. It's an almanac.

BILL. An almanac! Whew!

MARY. You aren't by any chance finding your horoscope, are you? You know we found out all about them. They're no good. Only superstitious people believe in anything as ridiculous as that. Astronomy is the true science, not astrology.

JACK. No, I'm not reading my horoscope. I'll take a chance on the future without the aid of a reading from the stars. As it happens, I've found something good. (*Reads*) "The name calendar is derived from the word Calends, c-a-l-e-n-d-s, which was the first day of the Roman month. On this day it was the custom among the Romans for the Pontifex Mamimus to call out or proclaim the month and the festivals to be observed during the month. The change of the moon first suggested the division of time into months, making them twenty-nine or thirty days. The Egyptians based their year on the change of the seasons, and their year consisted of twelve months of thirty days each, with five extra days at the end of the year."

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MARY. The Hebrew calendar had twelve months, too, based on the changing of the moon. Every once in so often, it was necessary to insert an extra month to keep the calendar and the sun and seasons together.

BILL. Almost every country had to have its own calendar. Take the Greeks for example. Their calendar first consisted of twelve months of twenty-nine and thirty days alternately. This made only 354 days in the year, so every year they put in an extra month.

GRACE. Julius Caesar fixed the Roman calendar. There were only 355 days in the old Roman calendar, and so he arranged the Julian calendar in which the year has 365 days, making the average year $365\frac{1}{4}$ days.

HELEN. That's what we have now. Do we use the Julian calendar?

FRED. No. Because in 1582 it was found that there was ten days difference between the date the vernal equinox took place and its date in the calendar. So Pope Gregory XIII directed that ten days be dropped from the calendar that year and that the day after October 4 become October 15. He also said that every hundredth year should not be a leap year, but every four hundredth year should be one. Many countries adopted the Gregorian calendar, but it was 1752 before England would adopt it.

TOM. Another reform which the Gregorian calendar made was the fixing of the time for the beginning of the year.

PEG. Why all years begin January 1st. That's New Year's Day.

TOM. Yes, now that's true, but long ago in many countries the year began with December 25th, or March 25th, or some such date. Now, of course, we always begin the new year January 1st.

MARY. Sometimes when you look up a date in the 18th century you see Old Style and New Style. What does that mean?

HELEN. That's because the calendar had been changed. Old Style was the date according to the old calendar. New Style was the date by the new, reformed, or Gregorian calendar.

PEG. Every calendar was an improvement over the last. I'm glad we don't have to be shifting back and forth. Pope Gregory made it easy for us.

TOM. But we may have to change again. Some people aren't satisfied with the present system, they want a new calendar.

GRACE. What's wrong with the one we use now?

TOM. The months aren't the same length, and do not contain a whole number of weeks and each year the days of the week have different days.

BILL. Humph! Who started this?

TOM. Well, I don't know who started it, but I do know that the League of Nations sent a communication to our government and suggested the formation of a committee on calendar simplification, and this committee was organized in 1928.

MARY. What are they going to do?

TOM. Several plans have been suggested. There is one called the "International Fixed Calendar."

HELEN. Oh, I know about that. We would have thirteen months of twenty-eight days each. The first day of the month would fall on Sunday, and there would be just four even weeks. The new month, called Sol, would be placed between June and July. The 365th day of the year would be dated December 29, with the suggested name of "Peace Day" or "Year Day," and observed as an extra Sabbath. "Leap Day" would be June 29th and that would be an extra Sabbath or holiday.

PEG. Do you think it will work?

BILL. Well, it would be hard to change because—well, for example, our birthdays would have to be shifted.

FRED. The business firms would have an easier job, though. Carters Ink Company, The Eastman Kodak Company, and many others use a thirteen period calendar in their plants now.

GRACE. One thing you wouldn't have to stop to figure out how many days in each month. I can't remember which have thirty and which have thirty-one.

HELEN. You know the old saying, don't you? "Thirty days hath September, etc."

GRACE. But it all takes time to say that.

PEG. Here is another way. Double up your fists and name each knuckle and the hollow in between as a month of the year. The months for which the knuckles are named have thirty-one days, and those in the hollows have thirty days. Of course, you know February is different. Try it! (*They all try it laughing and talking as they count off the months.*)

FRED. I like that way.

GRACE. That's better.

JACK. Very clever.

HELEN. Where did you learn that?

PEG. I heard it over the radio.

GRACE. Well, until the new calendar goes into effect, I'll try to keep the number of the days in the month straightened out with the aid of my knuckles. You won't fool me next time.

FRED. Next time! Say, speaking of time, look at that clock. I'll have to get a hustle on or no baseball for me today. So long.

BILL. So long!

MARY. I think we will all have to be going now. Don't forget your exhibits tomorrow. Remember the rehearsal after school!

All. 'Bye everybody!

SCENE II

Prologue:—

We are going to present to you this morning a short resume of "Time." We will endeavor to tell you some of the interesting and strange means that man has used in measuring and keeping a record of time. Of course the cave man did not need so accurate a mechanism as a clock, because he did nothing that necessitated prompt action by minutes and seconds. He rose with the sun and went to bed at dark. When man began to live in groups he found it necessary to have some means of telling time in order to keep appointments. By far the commonest way of telling time among modern primitive people is to notice the position of the sun in the sky. In Africa, for example, a man merely points to the sky and says, "I will be here tomorrow as soon as the sun is there." Now, we will show you some of the means of keeping time.

TOM. You just heard what was said about the means of measuring and keeping time, well, some of the means weren't very accurate. I read a story the other day in which it told about Brother Augustin, whose duty it was to ring the bell in the monastery. Every night, three hours after midnight, he had to ring the bell to awaken the brothers for morning service. He lived in the time when there were no clocks at all, but he had a very simple way of telling time. In the evening he would begin to read his psalms and when he got to a certain place he would run to the belfry. One night Brother Augustin went to sleep over his book and when he awoke the sun was high in the sky. He certainly caught it from the Head of the Monastery. But that's not on the program. Who is the first speaker?

FRED. I am. You just heard that the sun was used for telling time. The sundial is one of the methods employed by the sun. The oldest known sundial was made in Egypt in 1500 B. C. The shadow cast by the stick, on the ground or dial showed the time. This, of course, could only be used on clear days; therefore, it became known as the "day clock." If the shadow was long enough they measured it by stepping it off. Nowadays we use sundials chiefly as ornaments in our gardens. There is a dial on the base of the Singing Tower in Florida.

GRACE. After sundials came the water clock. These were of many different designs, but all worked on the same principle. When a certain amount of water had dripped out, it indicated the passing of an hour. In Greece they called it the "clepsydra." Coconut shells and copper bowls have been used as water clocks. The Chinese had elaborate ones, one of which had four buckets. The water dripped from one bucket to another and in the lowest was a float that would rise on the water and tell the time. One of the most elaborate water clocks ever made was a clock which the famous Harun-al-Rashid sent to the great emperor Charlemagne about 1100 years ago. This clock was made of bronze inlaid with gold. The dial had twelve small doors to represent the hours. Each door opened at the hour for which it stood, and out came one or more little brass balls. These brass balls fell on a brass drum to tell the hour. The time could be told roughly, too, from the number of open doors. At twelve o'clock, twelve little horsemen came out and closed the doors.

HELEN. That would have been interesting to watch and must have been quite a novelty in that day.

BILL. Who has the hour glass?

PEG. I have. Another means of telling time was the sand glass . . . the sand ran from one glass to another and when it was empty the glass had to be turned over. Of course you could carry sand glasses with you, while you couldn't carry the water clock.

MARY. Mother uses a sand glass to tell how long to boil the eggs for breakfast.

PEG. Are you next Jack?

JACK. Yes.

FRED. What is your subject?

JACK. Telling time with fire.

HELEN. Well, let's hear it.

JACK. There were three common methods

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td ropes ,and lamp clocks. The time candles of telling time with fire, time candles, knot-were carefully made candles with bands of black and white. As a rule, the bands were of such width that it took about half an hour for a band to burn. The knotted ropes were used as clocks in very early times. The hemp rope was knotted at regular intervals and set fire to at the bottom, smoldering slowly and regularly. The lamp clock was filled with oil up to the mark for the hour, and the clock was lighted. Then, as the oil burned, the height of the oil told the time.

MARY. The next clocks were the forerunners of the clocks we have nowadays. These had figures called "jacks-o-the-clock" which struck the bell for the hours. Perhaps one of the most famous is the Strassburg clock. "Jacks-o-the-clock" strike the hours, and at twelve o'clock a cock flaps his wings and crows three times. This clock tells the time of day, the year, the day of the year, and the day of the week.

BILL. Galileo's discovery of the laws of the pendulum made possible the famous clocks of the days. Who knows one of them?

TOM. Big Ben is one. That's in the Westminster Tower, London. Here is some information about it. It has four faces, each twenty-three feet across, the minute hands are fourteen feet long, the pendulum weighs nearly 450 pounds, the figures on the face are each two feet long, and the minute spaces are a foot square. The bell strikes the hours, and very New Year's eve we can hear the bell over the radio. Did you know that it takes two men about five hours to wind up Big Ben for striking? Imagine!

MARY. That is something! But you said we heard Big Ben on New Year's eve. Well, I heard it at seven p. m. How's that?

PEG. Who is going to talk about time belts around the world, are you, Fred?

FRED. Yes, I am. The earth is divided equally by twenty-four meridians each representing a difference of one hour in time. There are five such divisions between New York and London, so when it is midnight in London, it is only seven o'clock in New York. There are four time belts across the United States. On New Year's eve you hear London's celebration at seven New York, or Atlantic time, the celebration of New York at midnight, Chicago at one a. m., Denver at two, and San Francisco at three o'clock. The time begins at the Prime Meridian, which

runs through Greenwich, England, and day begins at the 180th degree meridian, known as the International Date Line. That's the line where you gain or lose a day. If it is Sunday on the eastern side of the International Date Line, it is already Monday on the western side.

BILL. I know a story about that. A ship sank on Sunday, the passengers were taken off on Monday, and no lives were lost.

TOM. Go on! That's a good one!

BILL. It's true. The ship was sailing westward and had crossed the International Date Line and it was Monday. It became disabled, the passengers were placed in the life boats and the ship abandoned. It drifted back over the line into Sunday and sank. So there!

TOM. Oh, then, that's O. K. Does anybody know how we get correct time now?

HELEN. It's my turn. The Naval Observatory at Washington, D. C., gets it from the stars. Across the lens of the telescope a spider web thread is stretched to mark the position of the meridian. As the star crosses the spider-web line in the field of the telescope, the observer touches a key, and the exact instant at which the star crossed the line is recorded. From observatories the correct time is telegraphed and sent by radio far and wide over land and sea. Perhaps many people who set their clocks and watches by these signals would be surprised to know that they are really setting their timepieces by the stars.

PEG. This is the place in the program where we show the film, isn't it?

GRACE. Yes it is.

FRED. Suppose we have a preview today and see how interesting it is.

PEG. Surely. We must clear the stage. All hands at work!

(Everybody moves the stage furniture and the film is shown.)

Suggested Program for First Week of January

The following program was submitted by Mr. Otis Harkins, Superintendent of the Uniontown Public School, Uniontown, Kentucky. Mr. Harkins writes as follows:

"Since your magazine *School Activities* is worth so much to our little high school of 76 pupils, I am prompted to send in an assembly program which we just had, as a suggestion; and which really was a boost and most especially to the first year Latin Class which gave it. We are very glad to submit this assembly program and it is very simple,

inexpensive and easy for the pupils to prepare."

Program

1. Song—America, by the student body
2. Bible Reading, by a pupil
3. Prayer, by the principal
4. An explanation of the program, Latin I teacher
5. A very brief history of the City of Rome, by a pupil
6. Comments on Roman homes, by a pupil
7. Comments on Roman dress, by a pupil
8. Comments on Roman foods, by a pupil
9. Comments on Roman schools, by a pupil
10. Comments on Roman school furniture, by a pupil
11. Comments on Roman games, by a pupil
12. A Roman school scene, by three pupils
13. A Roman scene on the sea shore, four pupils
14. The song, "America" in Latin, by four pupils

The last three parts of the program are found on pages 46, 176, and 438 in the *New Elementary Latin*, by Ullman and Henry.

The six different comments by the pupils are found throughout this same book; but should be supplemented by some reference work. The song and the two scenes are spoken in Latin and should be given an English interpretation just before giving if you want the audience to get the greatest appreciation.

In part twelve the boys should wear the Roman Toga made from common bed sheets bordered in scarlet crepe paper; and the girls in part thirteen should wear white dresses with crepe paper to produce the cape effect.

SECOND WEEK OF JANUARY

The following two programs were among those submitted by the class in Education B131, Dr. E. G. Johnston, Instructor, at the University of Michigan. The subject of this assignment was, "A Description of the Best Assembly Program I Have Seen."

Suggested Program

The student in charge explained, at the beginning of the program, that the eleventh grade class in foods had been studying meal planning and serving. As an outgrowth of

class activities, it had been suggested that the student body be given an opportunity to benefit by the information that they had received. Members of the tenth grade had been invited to participate in the program. Immediately the curtains were drawn and at intervals on the platform students dressed in colorful costumes representing different fruits were seated. Hanging over each group was a placard explaining the value of each fruit in the diet. The effect was artistic and remained set long enough for the audience to read the placards.

Then there entered from the side a student who, in the monologue, explained that she must plan a meal. She glanced around and selected, aloud in order that the audience might hear her, foods from the different groups on the platform which would constitute her need. To enrich the information already given by the placards, she briefly explained why she selected the foods. Her selection was based on food value, palatability, appearance, and ease of preparation. These she pointed out were very important in making a meal satisfying. The curtain then closed.

The next scene consisted of a modified representation of a dining room. Another student entered and repeating the menu already planned, she explained the amount and kind of silver which would be needed at each "cover" of the table, also the silver required for serving the meal. She then began placing the silver on the table holding up each piece and explaining its use and the proper position of it on the table. Following this there was a brief explanation of the arrangement of the food on the table; the way in which it would be served; and the manner in which it should be eaten. This explanation pointed out the essentials of good table manners and service which would make for the greatest comfort and enjoyment of a family meal.

This program was characterized by its appropriateness, its interest to the pupils, and the variety and unity of the material. It was presented in an attractive manner and it had an originality and resourcefulness which made it rank high as an effective assembly program. It tended to motivate and supplement the school work as well as correlate the work of the school with that of the community. It also tended to instill desired ideals and virtues in the members of the school society.

Suggested Program

Few pupils in this particular school knew the proper parliamentary procedure that should be used in class meetings. The time had come, at the close of the first semester for the election of second semester officers.

A group of students in the speech class, which had a junior-senior membership, after having completed a study of parliamentary drill decided that they would like to present to the entire school a perfect meeting and a properly conducted election.

The meeting was planned in class; the nominating speeches were written and criticized by the class; and the meeting, as it was to be presented, was rehearsed once in class.

The students thought there should be some humor in the program so they devised a few "motions" on ridiculous subjects which, however, were made in the proper manner. These were all completed at the beginning of the program under the heading of "old business."

The stage was set with the usual class room equipment—with the notable exception of a teacher—and the whole meeting conducted before the entire student body. An occasional pause in the proceedings was filled in by an additional speaker who explained the advantages of the orderly procedure over that of the usual noisy unorganized mass meeting to which they were accustomed.

At the close of the program this speaker, a prominent athlete, suggested that he and his committee meet with the class officers and explain to them the proper system. This group met the next day and the elections for the second semester were very satisfactorily organized.

THIRD WEEK OF JANUARY

Edgar Allan Poe was born in Boston January 19, 1890. His mother and father were on the stage and his grandfather was a distinguished soldier who had served his country in the Revolutionary War and who was a great friend of Lafayette. Arnold Bennett said of Poe, "The great writer who has influenced French imaginative writers more deeply than any other foreign writer since Byron."

It is said that no one really knew Poe, that he had no friends and, in short, was very unhappy. When seventeen years of age he entered the University of Virginia, where he remained but a few months. He was also

appointed a cadet at the West Point Military Academy but remained there a short time. We have an example in Poe of another writer who experienced a great deal of the seamy side of life, many times being reduced to extreme poverty. We see a great genius accomplishing great things but after all doing only a small fraction of what he might have done.

We must admit that he has made an important contribution to American literature. The following program is suggested to commemorate the life and works of Poe.

Suggested Program

1. Interesting events in the life of Edgar Allan Poe
2. Poe's Poems
 - a. The Raven
 - b. Annabel Lee
 - c. The Bells
3. The story of "The Gold Bug"
4. The influence of Lord Byron on Poe
5. A visit to the grave of Poe in Baltimore
6. Poem, "The Haunted Palace"
7. The Poe Memorial at Richmond
8. Reading, "The Tell-Tale Heart"

Suggested French Program

We would suggest that from time to time it is an excellent plan to present a program in foreign language to the pupils of the school—at least to those pupils who are taking a foreign language. The following program was presented before the pupils of the Howard High School and was much enjoyed. The purpose of the assembly was to interest the pupils in the use of French.

1. Chanson, girls chorus
2. Une Conversation
Personages—Paul et Francois
3. Le Rat de Ville et le Rat des Champs
4. Nouveau Bonheur (sung by a pupil)
5. Anecdote, four pupils
6. Act 3, Scene 13, Le Voyage de M. Perrichon
7. Act 4, Scene 7, Le Voyage de M. Perrichon

Suggested Assembly on the School Newspaper

Very few pupils in the average high school are familiar with the work of preparing and publishing the school paper. The following program was staged by the staff of the school paper of a high school at the opening of their subscription campaign. It also

served to interest the under-class pupils in the class of journalism although this was purely incidental.

The stage of the high school was set to represent the journalism room with the various activities of editing the school paper assigned to different parts of the stage. One group was assigned the duty of portraying its activity by conversation while all other groups worked silently together. When one group had finished its explanation, it continued to function silently while another group took up the task of explaining just what part it played in getting out the school paper; thus, it continued until each branch of the work had been finished and the pupils of the school had an excellent idea of the work which went into their school paper.

Of course, the teacher sponsor was not seen during the program but the pupils had a feeling of her presence in the program; a feeling that there had been direction and inspiration previous to the presentation of the assembly program.

From the program it was easily seen that the program had grown out of their class room work. They had a task ahead and they had used their subject matter as a means of starting the task. A pupil could not have gone through that program without having his part enrich what he had learned in the class. Each participant in the program had some responsibility and he assumed it gladly. Each character seemed to enjoy his part and to understand thoroughly what he was doing. A spirit of co-operation had pervaded this entire project.

The pupils had followed the direction of Dr. Fretwell that the assembly program grow out of the class room work. By the presentation of it before the pupils it gave them an opportunity to carry back inspiration and information to the class room and thus greatly enrich their work. Such a program shows the ability and confidence of high school pupils in presenting a subject which has been adequately prepared and one in which they are vitally interested. They were taking advantage of an educational opportunity and were doing the thing that several of them perhaps would later do as a means of earning their livings.

Such a program can be very easily prepared in those high schools having newspapers and it certainly would increase the interest of the school as a whole in the publish-

ing of a school newspaper.

FOURTH WEEK OF JANUARY

Robert Burns was born January 25, 1759. Of him Wadsworth has said, "He showed my youth how verse may be build a princely throne on humble truth." Robert Burns was born in a cottage in which there were only two rooms and if we are to believe his own words in "The Cotter's Saturday Night," he was born in the kitchen while the parlor was occupied by the cow. In his household meat was unknown; shoes and hats, a luxury. Surely no one has had more ups and downs than Robert Burns. Early in life his father began to realize the poetic genius of his son and was accustomed to say to his wife, "Something extraordinary will come to that boy, either for good or evil."

His triumphal march began in 1786 when he became the "Lion of the Hour." He wrote many poems which were understood and appreciated by the common people of Scotland. It would seem therefore fitting to have an assembly program commemorating the life and songs of this poet who touched the lives of so many humble people.

Suggested Program

1. Song, "Comin' Thru the Rye"
2. The story of Robert Burns
3. The poetry of Robert Burns
4. Song, "My Heart's in the High Land"
5. Pantomime, Scenes from "The Cotter's Saturday Night."
6. The story and poem, "High Land Mary"
7. A dance, High Land Fling
8. Tribute to Robert Burns—Wordsworth, "At the Grave of Burns"
9. Song, "The Blue Bells of Scotland"
10. Robert Burns' love of life
11. Song by the glee club, "Annie Laurie"
12. A visit to Burns' Country
13. Reading, "Tam-o'-Shanter"
14. Song, "Auld Lang Syne"

Music Assembly

The following assembly was presented by the music organizations of the Willard Hall Junior High School. They were assisted by Mrs. Virginia Fuller McNutt, contralto, and T. Leslie Carpenter, composer and pianist, both of whom were very much interested in the music activities of this school.

January, 1936

Suggested Program

1. Opening March, by the orchestra
2. Song, "Peace Hymn," by the school
3. Lord's Prayer, by the school
4. Reciting of the 23rd Psalm, by the school
5. "Victory Overture," by the orchestra
6. Piano trio, "Le Secret"—Gautier, by three girls
7. String quartets
 - a. "Happy Farmer"—Schumann
 - b. "Minuet"—Mozart
8. Chorus—"Invitation of the Bells"—Planquet, girls' glee club
9. Violin solo—"Czardas"—Monte, by a pupil
10. Ensemble "Largo"—Handel—glee club and orchestra
11. Guest artists—Mrs. McNutt and Mr. Carpenter, who sang and played several selections and who made their own announcements
12. Song "Hail Wilmington"—Carpenter, by the school
13. Salute to the flag, by the school
14. Star Spangled Banner, by the school
15. Closing March, by the school orchestra

chestra

In commenting on the success of this program, the principal of the school said that the program was of very great interest to the boys and girls of the school and they were indeed very proud to have had Mrs. McNutt and Mr. Carpenter as participants on the program.

It is a good plan from time to time to invite into the assembly, as a part of it, noted local artists who are interested in the activities of the school.

The principal also said that the success of the program was assisted very much by the excellent work of the fine arts department for the attractive music silhouettes and to the industrial arts department for the contribution which they made in arranging the lighting effects for the program.

(Note:—Any plays or other entertainment material recommended in *School Activities* may be ordered from or through the publishers and distributors of plays whose advertisements are carried in this magazine. Write them your needs.)

M. Channing Wagner is assistant superintendent of schools, Wilmington, Delaware. His book, *ASSEMBLY PROGRAMS*, is a widely known and an immensely popular one. Arrangements have been made by which he will give *SCHOOL ACTIVITIES* readers assembly programs each month.

An Antidote for School Knockers

AGNES MOORE

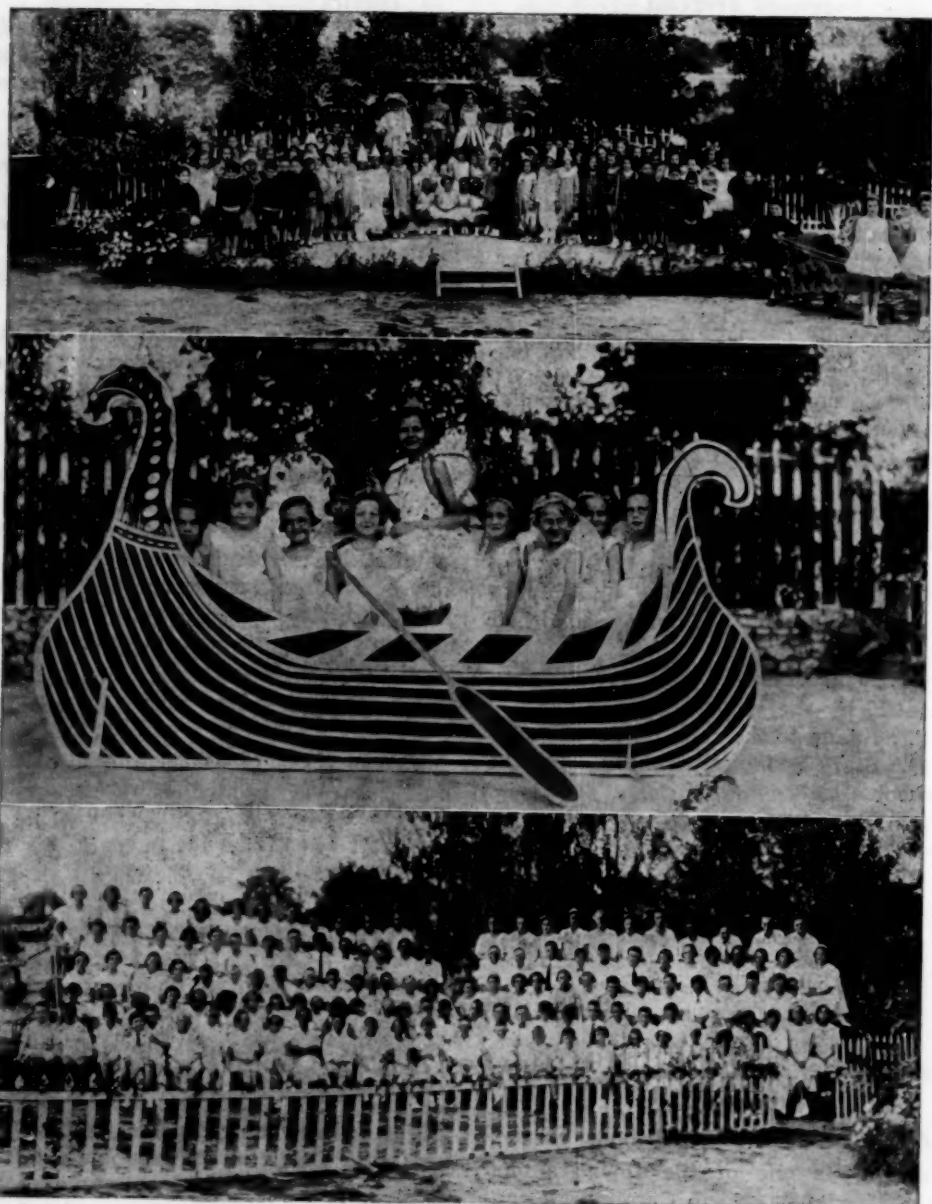
Principal of Clarke Street School, Henderson, North Carolina

CLARKE STREET School, without an auditorium, is one of the fine grammar schools of Henderson, North Carolina. It consists of grades one to six, inclusive.

Three years ago, the annual Spring Festival idea grew out of an urgent need for an opportunity to bring to the parents and friends of our school, without charge, a program as the culmination of the year's work—a program which includes the entire school enrollment. No child is left out, regardless of the limitation of his ability, some part being initiated to supplement the main cantata or operetta, to suit his special need—possibly a folk dance, song, or dramatization learned during the year.

It is in every respect a co-operative annual gala day, and draws a large attendance from both the city and county schools. By means of federal relief labor, assisted and directed by parents and friends the grounds have been inclosed with a rock curbing. In the center and back of this curbing has been constructed a rock and cement stage, with a background of stately Lombardy poplars, dogwood, and red bud trees. The grounds are also surrounded by beautiful rose hedges, with evergreens, shrubs and flowers which are a profusion of bloom from early spring till late autumn. This is a veritable friendship garden, for the trees, shrubs, and other plants were donated, set, and tended by the

January, 1936



(1) Lombardy poplars and a home-made, outdoor stage make the setting for this annual event. (2) They are sailing to a place of pleasant prospect. (3) All the children in this school participate in this event every spring.

teachers, pupils, patrons, and friends.

The program itself develops leadership, teamwork and a sympathetic understanding between the school and community. The development of the program is correlated with subjects studied such as music, English, health and physical education. The varied activities necessitate many leaders and committees for costuming, decorating and staging the per-

formance.

The question has often been asked, "Is this worthwhile?" I answer the question with a statement recently made by a patron. "No parent after seeing his child take part successfully in such a program, can go away and knock his school."—*North Carolina Education*.

January, 1936

The Operation of a Used Book Exchange

SYLVAN A. YAGER

*Assistant Professor of Industrial Arts Education and Director of Guidance
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THE PROBLEM of handling used books is a rather troublesome one. Many pupils want to sell the books they have used, in order to aid in the purchase of books for the new year or semester. Other pupils desire to buy used books but do not care to sell.

Second-hand books have been used by a great many pupils during the last four or five years who have never before used second-hand books, and no doubt the practice will continue to grow as a matter of thrift and economy. After all many parents and pupils attach too much sentiment to their school books.

The problem in the final analysis is one that involves bringing together the pupils who desire to sell books and the pupils desiring to buy used books, as soon as possible after the school term begins.

In a great many schools the home room teachers are responsible for handling this problem in any way they desire. It proves to be a difficult task, however, because of the fact that the pupil having books to sell usually cannot contact the prospective buyer in his own home room. This means that school practically has to be dismissed in order for pupils to bargain among themselves; the thrifty seller thus attempting to get all he can for his book and the thrifty buyer attempting to locate the best bargain he can find.

Another plan frequently resorted to in some schools is for the home room teacher to handle all the transactions. This of course means that each home room teacher must locate buyers for the books her pupils desire to sell, and in turn she must be the agent for purchasing the books her pupils desire to buy.

In both cases the question of making change and keeping a record of the scores of books being bought and sold is almost a hopeless task. Mistakes are made and the entire procedure tends to upset the organization of each home room, which in turn results in slowing up the early organization of

the entire school.

The Indiana State Teachers College Training School has solved this problem in a simple and efficient manner by the operation of a used book exchange.

It has fallen to the lot of the writer to have been in charge of the exchange since it was started three years ago.

At first it was somewhat of an experiment, but now the value of the exchange has been proven beyond a doubt to both faculty and pupils.

It's existence has eliminated the confusion in the home rooms caused by the exchange or the buying and selling of books, and since the home room teachers are not responsible for this, it makes it possible for them to give all their time to the many problems involved in the organization of their work at the beginning of the school year.

Ten junior and senior girls were selected to help with the operation of the exchange, and needless to say it proved to be a very valuable experience for them. The students who are selected to help with the exchange, however, should be very carefully selected, since the success of the enterprise will depend largely on their efficiency.

Each home room teacher was provided with a list of all books to be used in the grades and high school. This list served two purposes; first, it indicated to the pupil the books he would need for his own grade; and second, it served as a check list of the books to be used in other grades, so he could bring any books he might desire to sell that were to be used in various grades.

As a result of our experience with the exchange during the first year, we developed a set of rules and regulations to govern the operation of the exchange, that proved very helpful. The home room teachers give each pupil a copy of these regulations, which explain the general nature of the exchange and its operation and supplements them with any additional comments that seem desirable.

The exchange is usually operated during

the first week of school, but last year it was continued for the first two days of the second week. Then the money for books sold is turned over to the owners of the books, together with all books that were not sold.

The regulations provide for a final report to be submitted to the principal, covering the complete operation of the exchange.

It is necessary that a definite and workable system be used for taking in books to be sold. The combination credit and sales slip made out in duplicate for each book accepted at the exchange is submitted below and has proved very satisfactory. The owner is given the carbon copy (the credit slip) which serves as his receipt for the book. The original serves as a sales slip and is placed in the book.

Sales

INDIANA STATE TRAINING SCHOOL Used Book Exchange

Title of Book
 Author
 Owner
 Grade
 Condition: Excellent () Good () Fair ()
 Sold to
 Grade Price
 Signature of Salesman

Note:—The exchange is not operated for profit; but only as a matter of convenience and accommodation to students desiring to sell their books as well as for those desiring to buy used books.

Each book is evaluated by the director of the exchange (in accordance with the rules and regulations) and the price placed on the copy of the sales slip in the book. When the book is sold the student making the sale places her initials on the sales slip. She also writes the name and grade of the student buying the book. Thus the sales slip contains all the necessary information regarding the identity of both the owner and the buyer so that a check up can be made of the entire transaction from the time the book was accepted at the exchange it was sold.

If proper care is taken in the organization of the exchange, it should prove a very valuable aid to the students in enabling them to buy and sell their used books in a very short time. It also makes it possible for the home room teachers to give all their time to the organization of their work and thus get the regular school work started at a much

earlier date than would be possible if they had to assume responsibility for handling used books. In short, such a plan renders a splendid service to all the students of the school.

REGULATIONS GOVERNING THE OPERATION OF THE USED BOOK EXCHANGE ..

1. Books in good condition will be sold for one-half price.
2. Books that are usable but not in good condition are to be sold at a price determined by the person in charge of the exchange.
3. The used book exchange is to be in charge of a faculty member appointed by the principal.
4. The exchange is not to be operated for profit; but only as a matter of convenience and accommodation to students desiring to sell their books as well as those desiring to buy used books.
5. Lists of books that are to be used in each grade have been mimeographed and may be secured from the home room teachers. Please do not bring books that are not to be used this year.

Consult this list before bringing your second hand books to the exchange.

6. Books will be accepted for the exchange during the first two days of school.
7. No books will be sold until Tuesday of the first week.
8. The exchange will continue in operation until the end of the first week.
9. Books will be sold for cash only.
10. A credit slip will be given each individual bringing books to the exchange.
11. The owner should be sure that his name and only his name is written in each book.
12. All books not sold will be returned to the owners during the second week of school. Money received for books sold will be turned over to persons owning the books during the second week of school (or as soon after the close of the exchange as possible).
13. Every possible effort will be made to take good care of the books during the duration of the exchange but neither the school nor the exchange will be responsible for books that are lost.
14. A final report is to be submitted to the principal to contain a complete record of the operations of the exchange. (It is also suggested that this report be presented in chapel.)
15. All persons bringing books to the exchange agree to abide by the rules and regulations which have been stated above.

Defeating the Negative Case

HAROLD E. GIBSON

Coach of Debate in Jacksonville High School, Jacksonville, Illinois

RESOLVED: That the Several States should enact legislation providing for a system of complete medical service available to all citizens at public expense.

WHEN THE framers of this year's debate question came to a final conclusion, they were of the opinion that they had framed a question that would bring forth from the debaters of the high schools of this country a thorough discussion of the problems of medicine. The report of the Committee on the Cost of Medical Care had created a great amount of discussion as to the needs for a system of medical care that would more nearly meet the needs of our people. The debate question this year was intended to bring out a thorough discussion of the needed medical care and proposals for new systems. The debaters this year are liable to fall short of this desired objective of discussing new medical system by debating systems of taxation instead—unless the affirmative teams are extremely clever in their rebuttal work of meeting the case of the negative.

It is a sad, but nevertheless true fact, that the American people and particularly the American high school negative debaters are a very practical lot. You can preach to them day after day of the terrible conditions and then present them with all the reasons why we must have a change. Their last resort to defeat your well thought plans will be, "Can we finance it?" It will be the same with State Medicine. In all probability the problem will finally be, can we finance State Medicine? The negative will center their attack upon this problem of finance and utterly disregard the other problems of a medical nature that are inherent in the debate question. The affirmative will have to meet this type of a negative attack in their rebuttal and use extreme care in making the negative actually debate the question of State Medicine and not the question of finance.

The major weakness of the negative in this debate question is that they will be practically forced to admit that conditions in the field of medical care are extremely bad. Among other things they will have to admit practically the entire report of the Commit-

tee on the Costs of Medical Care. This is an authentic and unbiased report and no negative team will get very far by attempting to deny these statements. When the affirmative gives such facts as—30% of our people make less than \$1200 a year and so cannot pay for medical care under the present conditions the negative will have to admit that this is so. They will also have to admit that only 3% of the total amount of money spent for medicine is for medicine of a preventive variety; that two-thirds of the 13,000 deaths of women at child birth can be prevented by proper medical care; that half the 75,000 deaths annually from tuberculosis can be eliminated; that 34% of our children have defective vision and that 50% have defective teeth. These facts the negative cannot well deny. If they attempt to deny them they are merely Don Quixotes attempting to attack mountains of commonly known and accepted facts. Remember that it is this admission of the negative that they must make concerning the bad conditions in the field of medicine that is the real strength of the affirmative in rebuttal on this particular question.

As soon as the negative have admitted that conditions in the field of medicine are bad they will launch their attack upon the affirmative proposal of State Medicine on the stand that State Medicine cannot be financed. They will point out the horrible examples of Mississippi or Arkansas where it seems to be a practical impossibility to even think of financing State Medicine. In doing this they are getting away from the real problem of this debate and arguing the different systems of taxation. The affirmative can make the negative get back to the real debate by this simple process. Point out that the negative as well as the affirmative agree that these terrible conditions exist in the field of medical care. Both side have admitted that there is a need for a change in the system of getting medical care to the people of the country, but that the negative, for some unknown

reason have merely stated that conditions are bad and that we need a change, but have stopped at that point. The negative have admitted that bad conditions exist. Then, instead of presenting a remedy for the system they have contented themselves by merely attacking what the affirmative propose. They are taking the absurd stand of the politician who spent an hour haranguing his audience about the mistakes of the administration in dealing with the present day social problems. At the end of the lecture a man asked him what he would do to remedy the situation. To this he made no answer. It seems that the negative must have an answer to the evil which they admit exists.

When the affirmative have forced the negative to admit that the conditions in the field of medicine are bad, and there is every reason to indicate that there is a need for a change, they should force the negative to state just what they propose in the place of state medicine to remedy the conditions which they admit are so bad. A few of their plans or attacks follow to help the affirmative debaters in formulating their rebuttal material.

IF THE NEGATIVE TAKE THE STAND THAT THEY MERELY HAVE TO SHOW THAT THE AFFIRMATIVE PLAN SHOULD NOT BE ADOPTED TO WIN THEIR CASE: The affirmative can take such a stand and show many weaknesses in it. To begin with the negative have admitted that they realize that the conditions in the field of medicine are not satisfactory but that they propose to do nothing about these bad conditions. How will medical conditions be bettered if the negative propose no plan? The mere fact that they admit that conditions are bad will not remedy them. When they attack the plan of the affirmative they must show how the plan which they are sponsoring will remedy these evils. If they present no plan, of course, they cannot show any way in which their plan will remedy the evils which they claim will result from the affirmative plan. The affirmative must attempt at every point in the rebuttal to force the negative to present a plan so that they will not have so much time in which to attack the financing of the affirmative plan.

IF THE NEGATIVE PROPOSE THAT WE HAVE A PLAN OF STATE MEDICINE ONLY THAT IT BE FINANCED BY THE FEDERAL GOVERNMENT: When the nega-

tive take this stand they are practically admitting the entire system as proposed by the affirmative, but they are merely quibbling over the method of finance and administration. The affirmative can come back at this type of a plan with the old argument of finance. If the states cannot finance why can the Federal Government finance the system? The burden upon the federal government has been increasing day by day in recent times and will soon become so great that it cannot be borne. Then, too, the negative have admitted the theory behind the affirmative system of free medical care. When they have done this they have practically admitted the argument of the affirmative except for some of the minor details of the administration of the plan. This type of an argument on the part of the negative is extremely unsportsmanlike because it is taking advantage of the affirmative upon a technicality of debate. In reality the negative is arguing for the same thing that the affirmative is advancing but they are apart on only the minutest details.

IF THE NEGATIVE PROPOSE A PLAN OF FREE MEDICAL CARE FOR THE POOR AND VOLUNTARY HEALTH INSURANCE FOR THE PEOPLE OF THE MIDDLE CLASS: This type of a proposal on the part of the negative is perfectly legitimate and will be the hardest for the affirmative to handle in rebuttal. This argument can be handled by attacking it in two ways. To begin with the first proposal that all the poor be given free medical care at the expense of the state is really free state medicine on a limited basis. It really has much in common with the plan of the affirmative. All of the evils that the negative have presented against the affirmative plan will also be found in this part of their own plan. The doctor-patient relationship, the lack of free choice of doctors and the introduction of mass production methods to medicine will come under this system, if it will come under the affirmative system. What then is the difference between the two plans? In the second part of the proposal show how inadequate this idea will be. Plans of this voluntary type have been proposed time and time again but they have never been successful. In almost every case the people who are constantly sick take advantage and those who are well most of the time still think that they will take the risk of being sick themselves. Today we all realize the

(Continued on Page 34)

Vitalizing the Alcohol Problem for Youth

W. ROY BREG

Executive Secretary of Allied Youth, Washington, D. C.

THE AVERAGE public school principal or teacher has a sincere and intelligent interest in the alcohol problem, particularly as it is related to the young people under his guidance. If the presentations in the classroom are inadequate and fail to arouse interest or relate themselves to the pupils own experiences and observations, there are generally some other factors to be considered.

In numbers of school texts the subject of beverage alcohol is treated with brief caution or not at all. If warranted emphasis is placed upon it, the teacher must excavate such scant source material as the average library provides, and organize her own program or utilize the propagandized tracts with which a school may be flooded at any indication of interest. Because of the present-day crowded schedules and curricula, the former is not always possible, nor are the latter to be trusted.

Furthermore, the alcohol problem is still a heated partisan issue in some communities, and a discussion of it is apt to erupt with argument in the classroom. For these and other obvious reasons, the legal obligations imposed in practically all states upon teacher and school are summarily discharged without evident impression upon the student.

At the same time, and in spite of these handicaps, the more alert school leaders recognize that the alcohol problem is daily being thrust into student life, and that the responsibility of those who serve youth is necessarily to equip them to face it. In this spirit, many teachers are forsaking former attitudes and prejudices in diligent search for an authentic approach and a realistic presentation.

Expulsion of honor students for drinking on school premises, public intoxication among students at athletic events, and school social affairs at which drinks have been freely supplied, isolated instances though they may be in some localities, have brought to educational authorities a sense of obligation that transcends classroom teachments.

To their assistance come the character-building agencies, notably the comparatively new movement, Allied Youth, with its plat-

form: "We stand for the liberation through education of the individual and society from the handicaps of beverage alcohol." Distinctly individualistic, the program and technique of the organization, which has headquarters in the National Education Association Building, Washington, D. C., are at the same time obviously endowed with educational authority.

Allied Youth is in harmony with public school principles, first, in its unrestricted membership. Young people, regardless of religious, social, or racial differences, or of any opinions or habits which they have acquired, are invited to consider the program and to participate in so far as they are eligible, with no further commitment than interest. A thoroughly democratic constituency, then, is one of the movement's outstanding assets.

In the second place, Allied Youth has developed an approach to the alcohol problem, which in its major aspects is strictly educational. Young people are encouraged, stimulated, and then, directed along lines of study and research already pioneered by trusted scientific authorities. Through their books and articles, Dr. Haven Emerson, of Columbia University; Dr. Walter R. Miles, of Yale; Dr. William Mayo; and others of great distinction teach the scientific facts about alcohol as they and their contemporaries have discovered them.

Suggestions as to the best use which can be made of such material, together with teaching aids, come to the school or the individual teacher through the recently inaugurated Affiliate Service of Allied Youth. On a small annual fee basis the assistance of a staff of highly trained specialists in every phase of alcohol education is available, together with approved literature, educational projects, current information, etc. *

Another feature of Allied Youth service is that of stimulating the preparation of authentic teaching material, including texts, supplements, syllabi, charts, posters, lantern slides, etc. With this service go the evaluating and recommending of such literature as is currently available. Two publications that

are now widely used are the school text, "What About Alcohol?" by Dr. Emil Bogen and his collaborator, Lehmann W. S. Hisey; and the study and discussion guide, "Youth Faces the Liquor Problem," by Bert H. Davis.

As has already been indicated, the alcohol problem as it affects young people of high school age, particularly, is not confined to classroom discussion and formal presentations. It is an unwelcomed intruder in extra-curricular affairs, with the result that, in many instances, otherwise unnecessary restrictions have been placed on youthful activity.

At this point, too, Allied Youth has a definite answer to the problems facing young people. Through the formation of local Posts, often at the suggestion of a school principal and under the sponsorship of a successful teacher, immediate opportunities for the application of formal alcohol education is offered, together with wholesome and youth-satisfying fellowship. The social and athletic program is broad enough and sufficiently varied to encompass the whole area of local youth, and to supply whatever vitamin quality is needed in developing a thoroughly commendable, vitalized community youth life.

Under wise and understanding leadership, beverage alcohol comes to be bracketed neither as a social necessity nor as a preying monster, but as a problem that affects the physical and social well-being of the youthful individual. It is a problem to be probed in its most scientific minutiae, as well as to be studied in its social consequences.

"Show Me" tours, each in itself an expertly designed educational project, build up a background of appreciation of the liquor problem based on analytical personal inspection and directed observation. Deputation and dramatic units provide outlets for talent and opportunity for leadership development.

Utopian as it may sound in concept, the Allied Youth program is nevertheless sound and practical in actual experience. Indeed, from the successful pioneering in technique that has been carried forward by already organized Posts during four years of experimenting, the present program has been determined.

It has three salient features that will immediately commend the movement to educators: first, it is designed to fill a specific modern need in the educational and social

development of youth; second, it is approved by national educational authorities, and has the co-operation of their professional agencies and organizations; third, it is promptly available, not only in program and literature, but in a highly developed and efficient Affiliate Service and in field assistance.

"Can you coach basketball?" How does the candidate know that he can coach? Upon what does the candidate base the opinion that he will be able to handle an athletic team? The situation is the same in regard to other extra-curricular activities which are too often disposed of by having the applicant underline those which he thinks he will be able to handle, without any thought as to whether his qualifications for this type of work are adequate.—Karl E. Gaylord.

If I can succeed in my effort to train just a few boys and girls to sing who never have sung, I shall feel that my year has been well spent. It will mean life-long pleasure and profit to them, such as can be gained from no other comparable source. If we teach them how to sing now, when they are young and eager to learn, we will have insured for them one requisite, at least, of a happy life.—Dorothy Cook.

It is the business of the school to organize the whole educational situation so that the pupil has a favorable opportunity to practice the qualities of the good citizen with results satisfying to himself; and wherever possible, extra-curricular activities should grow out of curricular activities and return to curricular activities to enrich them.—E. K. Fretwell.

I should say that what America needs is not large armies and large navies, higher tariff walls, more national isolation, a breakdown of capitalism—what America needs is a program that provides for intelligent citizenship and economic security.—Lotis D. Coffman.

"An educated person is a person who is willing to live with himself on terms of friendship and self-respect. He has resources; he has poise; his emotional balance is not dependent on people or circumstances; he has reached the stage of emotional maturity."—Harry Woodburn Chase.

News, Notes, and Comments

Focusing at one time and one place the expression of the deep desire and determination in America for a better way of life, the Twenty-first National Recreation Congress, held in Chicago, September 30 to October 4, 1935, under the auspices of the National Recreation Association, explored the new frontiers for recreation and found them rich in possibilities. In thirty-three discussion groups, seven general sessions, and numerous special meetings over 1200 delegates from all parts of America faced critically the place of public recreation in our local and national life in the years ahead. Never before has so representative a group of organized effort for recreation in America met together. Governors, mayors, representatives of various departments of the federal government, superintendents of recreation and parks, representatives of national education-recreation agencies, leaders in music, drama, arts, crafts, sports, hobbies, authors, teachers, journalists and other thoughtful citizens were in attendance.

After five days of conference, study, analysis, seeing of demonstrations and exhibits, this group departed with a genuine conviction that public recreation has a substantial place in American life, and that the frontiers of this field of public service offer alluring prospects.

CORRECTION

Through an error "A Noon Hour League" released in the November issue of *School Activities* was credited to Raymond Welsh. The author of that article was R. A. Scheer, principal of East Alton-Wood River Community High School, Wood River, Illinois.

CREDIT FOR PLAY

Kenyon College students will be playing ping-pong and pitching horseshoes for college credit under the new physical education program of Rudolph J. Kutler, athletic director. To get credit required for graduation, the student must demonstrate proficiency in five of a group of "immediate needs," football, basketball, baseball, track, cross-country, wrestling, boxing, speedball, and touch football, and in six of a group of "carry-over activities," tennis, golf, bait-casting, archery, bad-

minton, horseshoes, swimming, polo, ping-pong, bowling, handball, riding, volley ball, indoor ball, rifle shooting, billiards, and hiking.—*Journal of Education*.

The Education Committee of the Women's International League for Peace and Freedom, 1924 Chestnut St., Philadelphia, Pa., is gathering material for special assembly programs or projects emphasizing world peace brotherhood, for distribution to schools. It urges that teachers who have successfully tried such work send suggestions to the above address.

A DEVOTIONAL PROGRAM

The junior-senior high school at Chilli-cothe, Mo. has a devotional program of unusual interest. At the beginning of the year Superintendent H. R. McCall and Principal Giles Theilmann met with the Ministerial Alliance and worked out a plan whereby each home room is to have a fifteen-minute devotional program each Wednesday morning. Representatives from the homerooms met with the ministers and worked out a list of topics to be discussed in the meetings. These students handle all the details of calling the ministers each week and giving them their subjects. As there are eighteen homerooms and only seven participating ministers there are always eleven home room groups that do not have a minister. These home room groups have their own devotional programs which consist of Bible stories, Scripture readings, talks, and group discussions on topics of a religious nature. The plan is drawing the schools and the churches closer together than they have ever been before and is very satisfactory to all concerned.

In Holdingford, Minnesota, public schools season tickets are sold for fifty cents to all students in the grades and high school. A school carnival in November nets enough profits to make this low rate season ticket possible. This year's activity program will include four home football games, six home basketball games, two class plays, declamatory contest, operetta, band concert, and possibly a minstrel show.

Have You Read These?

By the Editor

"My idea would not be to try logic or reason, but to try to pin the Bolshevik idea on my opponent," testified an Insull propaganda agent before the Federal Trade Commission. "A favorite method of strike-breaking is to dub strikers as disloyal and un-American. The terrors of Hitler and Mussolini ride into power on the wings of patriotism," states George E. Axtelle in, "What Shall Our Schools Teach as Patriotism?" in *Educational Method* for November. Further, "Superstition, ignorance, prejudice, passion, and hatred are the chains of despotism. No people can long remain free who are not free from these No greater contribution to patriotic education can be made than the development of an appreciation and respect for public service and government—such a respect as will rise up in righteous indignation and sweep into oblivion such pervisions as the Ohio Gang and Teapot Dome, Big Bill Thompson and Al Capone, Tammany and Jimmie Walker, and others who have blotched our political history Habituation in experimental logic is our best guarantee against the subversiveness of Mr. Hearst, Mr. Insull, Mr. Stalin, Mr. Irene Du Pont, or Sam Darcy." By all means read this brilliant article. Axtelle is sound in his reasoning, and vigorous in his presentation—he pulls no punches.

What is a "slumping list"? A "homeroom bonus"? A "mutual help center"? The "Lady Victory Trophy"? "Bleacher Divisional Decorations"? A "fire slip"? Like to know? Well, these and other unique devices will be found in L. Hortense Miller's, "A Homeroom and Counseling Plan Involves Character-Building Activities," in the November *Junior-Senior High School Clearing House*. Miss Miller describes clearly and completely in outline form, the homeroom and student council organization plan (with special emphasis upon guidance) in use at Northeast Junior High School, Kansas City, Missouri. If you are looking for practical ideas, don't miss this article.

Would you like to decrease the expense of your yearbook, or improve the quality of

your mimeographed newspaper? If the first, read how to make your own yearbook designs out of "Linoleum, Rubber, and Soap." If the second, read, "Producing Attractive Mimeographed Papers," by Margaret Shannon. Both of these articles will be found in *The Scholastic Editor* for October.

"Academic Freedom," is, we don't need to tell you, a current topic of great importance. But we do need to refer you, in case you are not already familiar with it, to a short but mighty pointed and sensible article, "Limitations upon Academic Freedom for Public School Teachers," by William H. Kilpatrick, in *Teachers College Record* for November. After you have read this article, turn to Edward H. Reisner's "Academic Freedom and Radical Propaganda," in the same number. It, too, is good.

Do high school students have ambitions for social improvement? Specifically, just what would they like to do? How old were they when they first had these ambitions? What proportion of students have since abandoned their ambitions? Why did they abandon them? How do those who still have these impulses propose to carry them out? What percentage of boys would go to war regardless of circumstances? What are the motives of these young people, anyway? These and similar questions are answered by Dr. Harry H. Moore in the report of his investigation covering 3,769 third and fourth-year high school students living in 32 different cities and towns of the United States. This valuable and encouraging article, "The Social Impulses of Youth," will be found in *School and Society* for November 16, 1935.

How many of your students ride bicycles? What proportion of the bicycles would you guess are defective? Ten per cent? Twenty? Fifty? Seventy? Why, surely not that many! Perhaps not, but a survey in Elizabeth, New Jersey, where some five hundred pupils ride to school, revealed that ninety-five per cent of their bicycles were defective. Naturally, a bicycle that is not in first-class condition is

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a healthy liability. What can be done about it? In *Safety Education* for December, Walter A. Gardell describes a very interesting and profitable program of educating riders, and of inspecting and registering bicycles. Why not a similar program for your school?

"Integrate" is another battle-cry of the educational pioneer. "Integrate material," "integrate personality," "integrate use of equipment," etc. Nora E. Dodson in the October number of *Junior-Senior High School Clearing House* very definitely and practically shows how assembly programs can be integrated with "instructional" material in English, history, civics, stenography, art, music, home economics, vocational training, mathematics, physical training, science, and other subjects. This is an A-1 article.

Further, if you want to develop an integrated knowledge of the community turn back to page 104 and read Kathleen McCarthy's "Do You Know Your Neighborhood?"—a story of community trips and explorations and how they grew into an attractive magazine.

We never get something for nothing. No sir, we don't, not even "free educational" motion pictures. They may be free from direct cost but even if they are they are not free from advertising. So proves Arthus Stenius in his article, "We Did Not Know They Were Loaded," in the November *Junior-Senior High School Clearing House*, in which he describes his experience with two films produced and offered gratis by the Castle Films of Chicago, New York, and San Francisco. You will be interested in learning the amazing extent to which the subtle advertising got across to the pupils, as well as the amazing extent to which the educational contributions did not get across. Little wonder he states, "Gratis films and other educational 'aids' offered by various private concerns have an aim, and it is not the helping of the teacher to teach more effectively Gratis educational aids from private concerns are 'loaded'."

What do graduates think of the extra-curricular program of the high school? Why did they not participate more fully? After being out of school for several years how would they evaluate the program offered to them? What do they believe should be added to this program? Which do you think they believed to be more beneficial in after life, music or athletics? You will find the answers to these

and similar pertinent questions in, "High School Graduates Appraise Extra-Curriculum Activities," in the November *School Review*. The investigation was made and is reported by F. Byron B. Cory.

"The instincts of youth call for danger and if they are denied the personality is warped. Among the physical sports the activities that carry the risk of death are the vitamins of the race. We may expect that Americans when assured of economic security will take on quickly the reckless, homeric, youthful qualities that characterize human nature under such conditions. Curiosity of the materialistic, scientific type will doubtless expand as the deadening effect of economic worry is lifted. The hunger for skill will demand fuller satisfaction. Hobbies will become more widespread."—David Cushman Coyle.

When a speculator is successful he is called a financier; when he is unsuccessful he is a branded failure.

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School Clubs

Edgar G. Johnston, Department Editor

Have you a bramble patch? I remember as a boy a neighbor who raised fine blackberries for market. Each fall when the bearing season was over he spent weeks cutting out the old canes which had served their purpose and burning them. He left only the vigorous new shoots which would bear the next year's crop.

The farm changed hands and the blackberry patch was neglected by the new owner. It soon became an impenetrable thicket where new plants had to struggle through a mass of weeds and dead canes, and passageway for even the hardiest picker was next to impossible. A well-kept field had become a bramble patch.

In most schools there are clubs like the dead canes in the bramble patch. They may once have had vital programs, but they are now quite dead as far as rendering any useful service to their members or the school. They continue to exist merely because no one has taken the trouble to clear out dead wood. "No, the Latin Club (or airplane, or science) hasn't done much for several years, but we've always had a Latin Club." Such moribund activities not only do no good but actually harm the whole extra-curricular program.

The plan of having clubs chartered by the student council or some central committee has been growing in favor. In the Central High School at Flint, Michigan, clubs apply each year for renewal of their charters. This plan is excellent. It serves to insure on the part of each club a reconsideration of its aims and its program. Moreover, this annual review presents a suitable occasion for eliminating the obviously useless. The aim in every school should be not merely to have more clubs but to have active, well planned clubs which serve a vital purpose.

What the Clubs Are Doing

THE STORY OF MATHVILLE

A project carried out in the 8-A1 class in mathematics at the Grosse Point (Michigan) High School, under the direction of Humphrey C. Jackson, teacher of mathematics.

Realizing that most of the problems stud-

ied in the 8-A course of mathematics related to Mathematics in Life, it was suggested that the class organize as a community. "Mathville" was chosen as the name of this community, a mayor elected, a tax department set up, a city planning board appointed and a bank organized. Each pupil of the class was chosen for, or appointed to some responsible position such as, tellers in the bank, city auditor, publicity chairman, etc. Officers of the bank were elected and a board of directors chosen. Stock was issued and sold to members of the class, all of whom were proud to own it. One group of boys organized a newspaper and printed interesting accounts of the progress of the city of Mathville, as well as advertisements of various companies which were organized to carry on the business of the city. Another group conducted a brokerage office, still others real estate and insurance companies. The building industries were represented and even law firms. One day a week was devoted to conducting the affairs of Mathville, regular assignments being given the other four days of the week. A great deal of initiative, enthusiasm and interest was displayed by the pupils, the teacher acting as advisor. Attempts were made to conduct the city as a real community might carry on its affairs. Pupils were allowed to work on the project which most interested them and along which line they showed special talent. Parents commented favorably upon the project stating that they had never known their children to be so interested in mathematics.

A COMMUNITY CIVICS CLUB

*Simmons Junior High School,
Aberdeen, South Dakota*

The Community Civics Club at Simmons Junior High School has set up three objectives for its activities. They are: first, to arouse interest in civic affairs; second, to encourage the pupils to participate actively in civic projects; and, third, to develop civic leadership. The members are required to memorize these objectives upon admission to the club and plan their activities for the year so that these objectives may be as nearly reached as possible.

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To reach the first objective the club makes a study of current problems, usually of a local nature. Speakers address the club on community affairs. These include the mayor, city commissioners, police and fire officials, school board members, and state legislators. Usually the subject suggested to the speaker by the club officers is one that has received considerable attention in the newspapers, such as the proposal for a civic auditorium, the plan for a new water system, and new ordinances made by the city commission. In addition to these addresses, club members give talks, reports and debates on timely questions.

Several major projects are planned every year in an attempt to reach the second objective. These activities are usually confined to the school, although the club has engaged in several community projects. The club has sponsored a school clean-up campaign, a school spirit contest, a school campaign and election on General Election Day, and a fire prevention campaign. An annual assembly program contest is sponsored by the club. It encouraged and supervised the preparation of a school creed by the student body. The club co-operated with the local American Legion post in a tree planting project and also conducted a city wide clean-up campaign.

The third objective is reached, not through any particular activity, but through the manner in which the activities are carried out. A pupil committee is placed in charge of each club activity. This committee assumes all responsibility for planning and directing the work of club members on this activity. The sponsor assists the committee to give assurance of a thorough and well-organized plan for every activity. The pupils must assume all responsibility for a project. However, this is done only under teacher guidance.

Although the degree to which the objectives have been reached cannot be measured, the sponsors of the club during the seven years of its existence have been highly pleased with the apparent results. (Report by William T. Gruhn, sponsor.)

THE FORUM CLUB

*Ann Arbor Senior High School,
Ann Arbor, Michigan*

Ann Arbor Senior High School offers a course in Home and Foreign Problems: During the first semester such subjects as the

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family, crime, unemployment, population, law enforcement, delinquency, public opinion, the farmer, public utilities, immigration, civil liberties, and various forms of government are carefully studied. In the second semester; nationalism, war—its causes and cure, international organization, conduct of foreign relations, and world "sore spots" are the subjects for study.

Many books and magazines are available for the students who care to read. One day per week is allowed for discussion on subjects decided on by the class. Absolute freedom of opinion on the part of the students is encouraged. All controversial issues are freely discussed.

In order to bring a more realistic and vivid educational experience to the students a Forum Club has been organized to bring representatives from different groups before the students.

The Forum meets every two weeks. The program and its arrangement are entirely in the hands of students.

The first Forum of the current year centered around the problem of the unemployed in our society. The chairman of the evening was a case worker. Four ten minute presentations of the problem were given by two unemployed men. The one was a Communist. The other a negro electrician, a university graduate. The Communist gave the position of the advocate of the class struggle, the negro, of the more resigned and philosophic victim. The case workers explained their reactions to their jobs, and the inadequacy of relief. Following the speeches, students were asked to direct their questions to any speaker. The entire meeting lasted one and one-half hours.

The most recent Forum centered around the Negro in our contemporary society. Others will deal with Civil Liberties, the immigrant, and such subjects as the class finds interesting.

Occasionally the students are asked to contribute a nickel or a dime toward the expense of the speakers.

During the second semester the university cooperates in a program which enables the class to hear students from some twelve or fifteen foreign countries.

The Forum deals with extremely controversial issues. However, it is the belief of those in charge that future citizens should be introduced to every form of opinion with-

out any efforts at indoctrination. Needless to say there is a remarkable interest on the part of the students. The attendance averages over on hundred per meeting. (Report by Kermit Eby, sponsor.)

"A CLUB THAT DID THINGS"

Collegeville (Pennsylvania) High School

An etiquette club! This is the group with which Miss Mary Francis did things at Collegeville High School, Collegeville, Pennsylvania this year.

Among the most outstanding of the undertakings, we would include: a tea, given for the faculty, an inexpensive but delightful affair which presented excellent opportunities for the use of good manners (and also brought teacher and pupil together); a fashion show, presented in assembly, in which correct and incorrect dress for activities throughout an entire day for each member of a family were shown and appropriately commented upon; a survey among members to discover what habits they found most annoying in teachers, and also a survey among teachers to see what types of pupil habits annoyed them; a trip to furniture departments of three Philadelphia stores (guides were provided gladly by the stores) to gain taste in and appreciation of well furnished rooms, model homes, and period furniture. (Report by Anna Mabel Fritsch.)

DEFEATING THE NEGATIVE CASE

(Continued from Page 26)

advantage of having automobile insurance especially against injuring other people. Yet this insurance never became anything like universal until several states made it compulsory. It will be the very same way with the system of voluntary medical insurance. Every one will admit that it is a good thing but only a small group of the more frugal people will take advantage of the opportunity. Then when sickness comes along the people of the middle class will have the same type of medical bills that they have today. If we wish to remedy the system practically we will have to make it compulsory and then it is identical with the plan of the affirmative.

SAMPLE AFFIRMATIVE REBUTTAL CARDS: Below you will find two negative arguments that will appear in nearly every debate. Immediately following each argument a sample of a rebuttal card that will answer these arguments will also be found.

These are single arguments refuting single points while a rebuttal speech is made up of a number of such single arguments.

NEGATIVE ARGUMENT: It is a well known fact that the cost of an adequate system of medical care in this country will cost about \$30 per person. This will mean that the taxation burden of the states will have to be increased by a sum which is equal to multiplying the total population by 30. Can the states afford such a burden?

AFFIRMATIVE REBUTTAL CARD: To refute this argument that the states cannot finance the huge cost of state medicine because this state medicine will increase the state expenditures by a sum equal to 30 times the total population we need only to study the fallacies present in this argument. Why do they contend that this will amount to any such figure? First they forget that this \$30 includes about \$6 which is the expense of the public health service. We already spend this sum in the United States so there would be no additional burden on the people from this source. Then, too, the people who now spend over \$30 per year for medical care could continue to pay it and thus greatly lessen the burden on the state. When these various things are taken into consideration and we remember the vast sums that can be saved by this more efficient management of our medical facilities we can see that the costs of medicine will not be increased in any such manner as the negative contend.

NEGATIVE ARGUMENT: The plan of the affirmative will do away with the close personal relationship that exists today between the doctor and the patient.

AFFIRMATIVE REBUTTAL CARD: First, in regard to this close personal relationship between doctor and patient we are inclined to wonder how it works in the large private clinics where the doctor knows the patient only by the name on the card and the illness only by the brief diagnosis made by some interne in an outer office. The greater need is not for the negative to attack the affirmative plan for not taking care of this need for a personal relationship under the system of State Medicine but the negative must show how they will remedy the existing bad conditions in the field of medicine without doing away with this relationship. Then, and not until then, may the negative attack the affirmative for not taking care of this close personal relationship in their plan.

Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

A TRIP ALONG MAIN STREET

Jack Baker

Come for a trip along main street with a high school who has already found the adventure a profitable festivity. The placards announcing the affair asked the people to do their shopping on "Main Street," on a certain Friday evening from six to ten o'clock. Admission to the school house where the bazaar was held cost 25 cents for adults and 10 cents for children and entitled each person to an ice cream cone and admission to a play. Down in the basement supper was served in cafeteria style from six to seven o'clock.

"Main Street" occupied the first floor of the school building, with the shops (booths) of various sorts arranged along the sides. One class of school girls had charge of the ice cream stand and next to their shop was the "village bakery" where home-made pies, cakes and bread were sold. A shop for the sale of pop corn, and pop corn candy balls came next. The "notion" store offered needlework, handkerchiefs, useful and fancy articles. A class of boys and girls conducted a "quick lunch" cafe and sold "hot dog" sandwiches.

Near the center of the row of shops on "main" street was a shop called "Hallowe'en Fun and Frolic," where all kinds of Hallowe'en articles and oddities were sold, most of which were made by students. This was about the most attractive shop on "main" street. The girls were dressed in Hallowe'en costumes and made a hit with everyone who visited their shop. If held at some other time of the year, costumes and articles sold should be seasonal.

Near the end of the 'street' was a garden surrounded by a white fence, the palings of which were made of pasteboard and crepe paper. Flowers, also made of paper, grew along the fence. The garden belonged to "Mary, Mary, quite contrary," and other little folks belonging to the kindergarten class. Small packages had been "planted" with the flowers, and for the sum of five or ten cents the gardeners would uproot a package. Con-

tributions to the fair which could not be classified were sold at the "five and ten cent store."

A "post-office" selling "parcel post" packages, and even a "laundry" shop was there. The laundry was conducted by boys dressed in Chinese costume. Boys sold the laundry tickets, which the boy in charge would match to the ticket fastened to the packages laid upon shelves behind the counter.

The play, which was given toward the close of the evening, was called "The Rummage Sale" which fitted in with the general theme. The sale, if advertised a month ahead of date offers more opportunities for interesting and enlisting the service of boys and girls not only in the soliciting of articles for sale but in conducting the bazaar itself.

THE TESTUBOLIAN

Nell R. Staves

If you are looking for a variation to the usual musical numbers on your class day program introduce the testubolian to your audience.

The stunt is carried out with a number of test tubes. The tubes are used as whistles tuned to the notes needed. It is best to have one blower for each note. Original costuming will add to the sketch or an impersonation of the faculty or some of the members of the senior class will add humor.

The test tubes may be tuned in several ways. A simple method is to fill the tubes with water to such depths as will leave the proper length air columns to make the notes. When the water evaporates, however, the tubes will not be in tune. The use of paraffin instead of water is more permanent. After the wax has been melted and permitted to harden to the proper depth, it will need no further attention. When, in tuning the tubes with paraffin wax, the tone is higher than desired, it is possible to remove the column of wax, trim off a little from the top, and replace it for another trial. The tuning should be done with a piano and only the

notes needed for the musical selection need be prepared.

The player of the testubolian is simply the director of the blowers. He lines up the blowers, each with his tube, in order of their tones. With a baton or pointer, he points to each blower as he would have that note sounded. With a little practice it is possible to play a number of simple tunes such as "Good Night Ladies," or "Row, Row, Row Your Boat." With more practice, master the school song or the senior class song.

THE THREE LITTLE PIGS

Frances Burnham

Using the song "Who's Afraid of the Big Bad Wolf?" as a theme, this makes a clever brief stunt.

CHARACTERS:—First little pig who is dressed in trousers and a sweater the color of a rival school.

Second little pig who is dressed to represent another school.

Third little pig who is dressed in the home school colors.

The big bad wolf who represents the opposing team in the game at hand. It is all the better if this team has beaten the teams represented by the first two little pigs.

Each character can wear a sign bearing the name of the school he represents. Get some student who is handy at drawing to fashion three pig masks and one wolf mask. No particular stage setting is needed.

While a group of girls sing the song, "Who's Afraid of the Big Bad Wolf?" the little pigs go through the appropriate motions. For the straw house the first little pig drops a handful of straw. For the twig house, the second little pig drops a handful of twigs. The third little pig brings in some bricks and busily arranges them while the other two are dancing and singing. Playing the flute, etc., is all done in pantomime.

Of course, when the big bad wolf blows over the first two houses, the two little pigs rush to the third one for protection. He shoves them behind him, draws forth a huge sign reading "..... Will Win," and the old wolf staggers and sneaks away.

Then have the chorus sing the last part of the song, changing the words to "Who's Afraid of old (opposing team).....?" and so forth.

If the cheer leaders are ready to lead a quick snappy yell as soon as the sun is over, it adds to the effectiveness. The whole school can also join in singing "Who's Afraid of old?"

YESTERDAY'S YEARBOOKS

Gertrude E. Meade

The stage of the auditorium should be arranged with a dais or throne, and there should be steps from the front of the stage to the main aisle of the auditorium.

The procession forms in the rear of the auditorium. It is made up of:

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**The
Northwestern
Press**

2200 Park Ave.
Minneapolis, Minnesota

January, 1936

A trumpeter

A flag-bearer

An announcer

Miss A U H S, or Miss Arcata Union High School

Two pages, holding the train of Miss A U H S

Two guards, dressed in gym clothes and wearing school caps. They carry wooden swords.

(The Queen, the announcer, the pages, and the trumpeter were dressed in Elizabethan costumes from a Shakespearian play.)

TRUMPETER (*blows assembly*).

ANNOUNCER (*in loud pompous tone*).

Make way for the Queen! Make way for the Queen—Miss A U H S.

ALL. Make way for the Queen!

TRUMPETER (*sounds the call*).

(Procession moves up the aisle. A march may be played on the piano. On the stage the Queen takes her place on the dais, the pages at her back, Malvolio at one side, the flagbearer at the right of the stage, and the trumpeter at the left. The two guards remain on duty, one on each side of the steps.)

QUEEN. My loyal subjects—

In the Spring a livelier iris

Settles on the turtle dove—

In the Spring a young man's fancy

Lightly turns to thoughts of love,

And we, as students,

Turn our thoughts to yearbooks,

To books that will preserve the memories

And the faces of our friends

During our high school years.

Today I should like to review something of the annuals of the past. How has this school preserved its traditions and the memories of its graduates?

ANNOUNCER. Your Highness, I have but

to strike thrice upon the earth with this wand, and you shall see a parade of Yesterday's Yearbooks.

QUEEN. So be it! Strike!

(Queen seats herself. Announcer strikes the floor three times.)

TRUMPETER (*blows salute*).

ANNOUNCER. Miss Mary Johnson, editor of the Advance for 1901.

(A member of the annual staff dressed in a costume somewhere in the neighborhood of 1901, enters and tells a few interesting facts about the first annual of the school, mentions any relative of the editor who is now attending high school, and tells her present name and address, if possible.)

(And so on through the years, each editor being impersonated by a girl or boy in a dress of the period. For 1918 and 19 no annual was published and the principal arose from his seat in the audience and told of the difficulties encountered by yearbook staffs during that period. The editors group themselves on the stage.)

(When the announcer calls 1936 in a loud voice and no one responds, the Queen rises

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January, 1936

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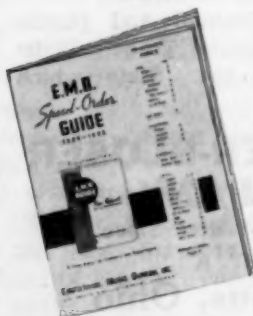
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January, 1936



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in wrath from her throne.)

QUEEN. What! No annual for 1936? Call in the president of the student body!

(The guards go for the president who says that at the last council meeting an editor and a business manager were elected.)

QUEEN. Will you summon them?

(The editor and business manager are brought by the guards. They stand at the throne.)

QUEEN. Can you tell me why you intend to forget the students of the present year? Cannot memories of them be preserved with the others?

EDITOR. Most gracious Majesty, the problem is so difficult, the hardships are many, the cost is tremendous, and alas, it is so much work to sell advertising to make it pay.

EDITOR *(now rising and turning to the audience)*. You see before you the spirit of the Arcata High School annuals summoned by the magic of a wand. Once more the students of yesteryear come forth to view the scenes of hallowed memories. But there will have to be a greater and much stronger magic before a 1936 annual will answer the roll call. *(She goes on with her talk explaining some of the editorial problems with which she is working.)*

QUEEN. And you, Business Manager, what have you to say?

BUSINESS MANAGER *(puts over his speech which is a plea for every student to subscribe to one book.)*

QUEEN. You have both spoken well, and these my subjects will rally to your cause. There will be the reward of perpetual remembrance if you can give to this class the honor of a yearbook.

(The curtain may be drawn, or, the procession down the main aisle would be more effective, this time increased by the former editors in the order of their appearance, the newly elected editor and business manager bringing up the rear with the president of the student body.)

NOTE:—The dialogue can very easily be changed to fit the different schools and publications. Also the name of the local school should be used for the queen.

MYSTERY MAN

J. Zimmerman Edwards

The mystery man may be attired either in conventional black with a black pointed

January, 1936

mustache or in long flowing robes of mystery as a genuine wizard.

When the fun is ready to begin, the entertainer is introduced with great ado, together with his assistat. He begins with a simple experiment. Since he is a stranger in their midst, he volunteers to call out the first names of any one in the audience. After he has succeeded in getting several or many to the stage, he proceeds to go through a number of ridiculous performances, dealing personally with each, asking one where he was born, another the color of his sweetheart's eyes, another the distance to the stars, and questions that have no bearing on the first name. Finally he acts as if he begins to sense the solution, grows very enthusiastic and finally exclaims, "Now I have it—the first name of each of you was "Baby."

FAMILY NIGHT

R. G. Walrath

At Manzanola (Colorado) High School our athletic fund was having a depression

KAGAWA - - - -

THE GREAT JAPANESE LEADER

- - - - is telling

university students that "no graduate ever need be out of a job. Let him organize and run a cooperative." Dr. Arthur E. Morgan and Dr. Glenn Frank have recently repeated this opinion.

Cooperation, Hall and Watkins (1934) \$3.00. New textbook published by the Cooperative Union. A superior book for personal use and as a text on Consumer's Cooperative Movement.

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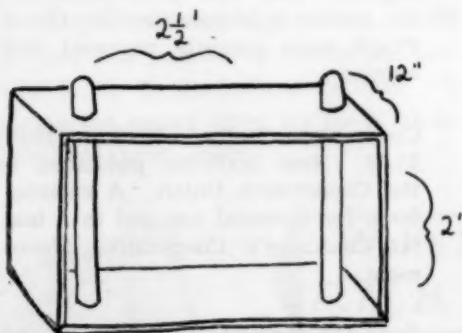
167 West 12th Street, New York City

due to the falling off of gate receipts at basketball games. We decided that if we could arouse the interest of the fans who were staying home on game nights, we could get them to attend regularly. So last year we tried the FAMILY NIGHT idea. We admitted to one home game each entire family for twenty-five cents. The idea was well advertised on our posters and through the school and we had a packed house. Families had to come together in order to get in on one ticket, and had to be immediate members of the family and not in-laws or cousins. We didn't permit single fellows with girls to get in on one ticket. This caused many a young fellow to come with his family and his girl with hers, and then they got together in the gym. Children that were seldom seen with their parents came with them. All of this created a good spirit at the game. The "stay-at-home" fans were out that night and a good game roused their interest and they attended all games after that and followed us to the district tournament.

OUR LITTLE THEATRE

Ruth G. Hartwell

We built our theatre mostly of wood from boxes. It was $2\frac{1}{2}$ feet x 2 feet, with a depth of 12 inches, open at both top and bottom. We stood it up so that the open sides were front and back. By cutting a dowel rod of one inch diameter in two equal parts, we made rollers for the reels of pictures we in-



tended to show. These rods were fastened two inches from each side at top and bottom with nails that were inserted through holes drilled large enough for them to turn easily. The bottom nails were slipped through the holes and fastened firmly into the rods. The

top nails were "beheaded" and slipped in through the top drilled holes and the end left protruding was given a handle in the form of a piece of the dowel rod cut to two-inch length.

We tacked on each side some pleated and hemmed colored cotton which the girls had prepared for curtains. Across the top we



glued a piece of heavy paper neatly shaped, with lettering for the name of our little show, and the construction was done.

Using white, rolled shelf paper that can be purchased in nearly any hardware or ten cent store for our reels, we transferred to it pictures that we had found or developed on a history project. We were so pleased with the results that we made two other reels on the remaining shelf paper. These reels we attached to the dowel rod rollers with thumb tacks and found it easy to change reels quickly when we so desired.

This little stage we easily carried around for demonstration work. There two students worked the reels while one chosen after competition gave a little curtain talk as the pictures moved. Since then it has found itself applicable to almost every subject from literature to science, and the students take it for granted that a new reel must be added to our collection every now and then.

New subscribers to *School Activities* will be interested to know that, besides complete files of back numbers at \$1.50 per volume, several hundred assorted back numbers are available at ten—no two alike—for a dollar, cash with order.

When a community employs a teacher it is buying the moral and spiritual outlook of its children.—*Our Public Schools.*

January, 1936

Games for the Group

Mary D. Hudgins, Department Editor

A MAGIC PARTY

Mary Dean

Invitations might go out on black cats, the words written in white ink. They might be written in disappearing ink. In this case a slip should be inclosed with the apparently blank bit of paper giving directions for reading the hidden message. A medium of writing should be used which requires only a simple household article to bring it out. No one is going to make a trip to the drug store to be able to read an unknown message. When the prospective guest finds the message, it is this:

Do you like magic?

Do you understand magic?

Would you experience magic?

Then come, attend an evening of magic!

Time Place

The Magic Party may be either a social gathering or a money making affair. Many of the same stunts and games may be used for both. Some, naturally, will be different.

In either case a FORTUNE TELLER is necessary. Let her work in a booth or small room which is dark and shadowy. Magic is best suggested by disappearing ink. A "magic flame" lends itself well to her purpose. Therefore, let the fortunes be written in lemon juice. When ready to be revealed, all she has to do is to draw the slips of paper, slowly back and forth just above the flame of a lighted candle.

Here is an incantation for her chant. She recites it as she waves the paper back and forth over the flame.

Magic candle, magic flame,
More powerful than tongue can name,
Write your tale, and tell it true
Reveal the fate revealed to you.
Pray let the hand of magic write,
The future that you see tonight.

N. B. After the disappearing ink has dried there is no way to tell what is written on each slip. If fortunes are used which have been designed especially for men or women it would be best to have a box for each group in which to house prospective fortunes.

Here are suggested fortunes:

For Women—

Your fortune's with a well known Ace
Who comes out first in every race.

Your honeymoon will lead you far
To lands where Orientals are.

A star reporter you will choose
Who'll comb the wide world for his news.

Your future? It's all to the good
You'll end up out in Hollywood.

You'll rue the day you met a man
Who wears a rugged coat of tan.

An eye for looks, a tooth for sweet
He'll have 'em both, the Fate you'll meet.

Short and fat or tall and thin?

Take the blond. Success he'll win.

Beware a man with too much charm.

His friendship's sure to bring you harm.

If it's money that you seek,

You'll meet the lad within a week.

Ambitious lass, fate smiles on you

Your pet dream soon is coming true.

Treat him nicer day by day,

For lassie, love may fly away.

A career and husband too,

And both successes wait for you.

For Men—

There's a certain lady who

Dreams all night and day of you.

With a fair damsel by your side

You soon will find and keep your stride.

Not by guess work you succeed

Plan and study, ponder and read.

Maybe tomorrow, maybe next year

You'll meet a young lady who grows very dear.

Success is written in your star

Your job will lead to lands afar.

Soon you'll be the latest rage.

You'll meet success upon the stage.

Of offers one and offer two

Choose the first, it's best for you.

A certain blonde will help you to

Success that lasts a lifetime through.

You're moving toward a better day

Troubles quickly fade away.

January, 1936

Watch your step, my lad, for two
Determined girls are after you.
Of sharp tongued women, best beware
Especially as a lifetime's share.
With just a bit more confidence
You're headed for real prominence.

THE MAGIC CARPET

A leader is chosen who becomes the guide for the tour on the Magic Carpet. Players sit in a circle about the leader. Each is given a name which corresponds to a country or city which the journey might include. At a given signal the trip is on. The leader-guide keeps up a running patter (prepared beforehand if necessary) of explaining to the tourists the wonders of the lands through which they are traveling. As the carpet moves from place to place the leader mentions the fact. For example "Tiring of Cairo, we move on to Naples." Before the count of 10, "Cairo" and "Naples" must have changed places. If they have been asleep on the job their names are taken and later they must pay a forfeit. Before the end of the journey almost everybody will have at least one forfeit to pay. If it is a purely social gathering, required forfeits may be "magic tricks." (Everybody knows at least one.) If the purpose of the evening is money making, penny fines replace forfeits. To stimulate interest in the penny forfeit game, a prize should be awarded to the person alert enough not to be caught napping.

FOLLOW THE MAGIC BEAM

This is an obstacle race—a sort of blind-man's-buff follow-the-leader affair. The group lines up. The hall, or the room is darkened and the fun begins. The leader, carrying a flashlight, leads the party a merry chase. The flashlight should not glow steadily, it should flicker, but sufficiently often that nobody gets off the track. A few obstacles should be set in the way, but soft ones, sofa pillows, for instance. Guard against objects which might soil or tear the clothing of guests.

MAGICIAN McGUIRE

Every community has its amateur magician. Very likely he will be delighted to perform before the party. His act is free if it is merely a party. A few cents "admission" is charged if money is to be made.

THE MAGIC GONG

A gong, dinner chimes, or even a small bell will serve. One guest is asked to leave the room. A "Magician" chosen by the others, announces that the gong will force the

absent one to do its will. It will ask him to raise the shade (for instance). The guest is recalled, by the sound of the gong beating softly. He moves about the room, wondering what is required of him. As he approaches the window the sound of the gong grows louder. If he moves away it grows faint again. Finally he realizes that he is to do something connected with the window. By trial and error he finds that he is to raise the shade.

A MAGIC WISHING WELL

Here is a stunt which takes quick and clever thinking on somebody's part. This somebody sits on a cushion inside a wishing well constructed of corrugated paper and covered with crepe paper. A fishing pole is let down to him and the wisher voices his wish aloud. The magic presence inside the well must write out an answer, hang it on the hook and jerk, as a signal that the fish is on the line. Answers should be written on small fish cut from art paper. For the "benefit" evening, a charge of a penny or so is made for the privilege of wishing.

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January, 1936

THE MAGIC PIE

The magic pie is a large grab bag. The Jack-Horner's in question stick in thumb and forefinger, and bring out some object deep within the pie. The pie is made of a wash tub (a dish pan, if the crowd is small) covered with brown crepe paper. Inside are thinkets of all sorts (wrapped to conceal their nature). In school or organization, members are asked to bring white elephants. Drug stores will contribute dozens of the "free samples" distributed by manufacturing houses. Pie "filling" won't be hard to get. This, too is especially fitting for the pay-party, though it could be used for the home party, as a means of distributing favors which the hostess has provided.

TIN CAN PARTY OR DANCE

Ruth C. Anderson

"Let's have a dance."

"Yes, let's. But what kind?"

"Can't we have a student association dance for a change? We've had nothing but class and club dances for ages."

"All right. What motive do you suggest? There's no holiday in the calendar for this month."

"I move that we have a Tin Can Dance."

"A what?"

"What do you mean—a tin can dance?"

And so the discussion at the student council goes at its regular Monday afternoon meeting. The Tin Can Dance is voted.

And you, too, are probably wondering what a tin can dance is. It is a regular student association dance, but instead of having admission by Student Association Membership Card, the price of admission is a can of food—vegetables, fruit, soup, beans, or what-not.

The Tin Can Dance has come to be a semi-annual event in our school and the details of handling it have become more or less established. These can easily be adapted and changed to meet the needs of other situations. This is what we do.

About one week before the dance is to take place, we have posters put up in the halls announcing the event and stating the purpose. We also run daily announcements in the official school bulletin. All the canned goods received are to be given to a charitable organization for distribution in our

community.

We designate that the cans of food are to be brought to a table in the main corridor between certain hours the day before and the day of the dance. The student committee in charge of receiving the canned goods issues a ticket of admission to each donor. Tickets are issued only to students enrolled in the school and to alumni members who present their cards.

The dance is held in the gymnasium. For decorations we use advertising posters and car-cards secured from leading packing houses. These are put around the walls. A large table is placed at one end of the gymnasium and all the cans of food contributed are displayed on it. This serves as an advertisement as well as to give the group a sense of satisfaction of knowing how much food was collected for the needy.

Arrangements are made in advance with

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the charitable organization which is to distribute the food to come to collect the cans just at the close of the dance. This makes it possible for us to get our decorations removed and at the same time eliminates unnecessary labor in packing and storing the goods over night.

In our school this type of dance grows more popular each semester. When it was first started about one hundred students participated; the second dance had about twice that many; this spring we had our fourth Tin Can Dance and 543 cans of food were contributed. We outgrew the Girls' Gymnasium and had to open the doors between it and the Boys' Gymnasium to accommodate the crowd.

One feature of the afternoon is a Prize Collegiate Dance. The competing couples are gradually eliminated until there are but two on the floor. The winning couple is determined by popular applause. To both the girl and to the boy of the winning couple is presented a Loving Cup. This is a small tin cup purchased at a ten-cent store. A member of the art metal class engraves it and then a bow of school colors is tied to the handle.

LITTLE WAYS TO LEND CHARM TO THE SEASONAL PARTY

Jane Dee

JANUARY—

Marshmallow snow men, which may be used as integral parts of place cards, serve as favors. They may be used in groups as a centerpiece. They are effective and easy to make. Making them will be easier if they are obtained in assorted sizes.

Marshmallows are joined by means of bits of tooth pick. One serves as the head. Two form the body. Four, longish and some what narrow, marshmallows are added as arms and legs. Features and outline of jackets as well as buttons may be added with melted chocolate.

Pop corn snow men are not difficult to make and are ever so effective.

Snow banks made from sheet cotton, sprinkled with mica "snow" may be converted into an effective centerpiece.

FEBRUARY—

Gum drop hearts, attached by bits of scarlet ribbon to fortunes which lie inside a large paper heart will please each February guest.

Rolled sandwiches (first wrapped in waxed paper to prevent discoloration) wrapped in brown crepe paper will look surprisingly like logs if served at a Lincoln party.

A bunch of cherries which turn out to be balls of yellow cheese coated with red coloring (vegetable) with stems of parsley will both surprise and please the Washington's Birthday guest. White cherries are made by tinting one cheek a delicate pink.

MARCH:

For the Irish party one may make potato men and animals. They are carved from peeled potatoes and set aside long enough to shrivel and turn chocolate brown.

Almost any baker is willing to make bread, tinted a St. Patrick's green, provided the order comes in a few days ahead.

APRIL—

For the Harlequin party gay little figures, human and animal, may be made by combining colored yarns with pipe cleaners, bent and twisted to represent the figures intended. A little experimentation will produce a dancing girl, a wooly dog, Harlequin himself.

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N. Y. C.

January, 1936

MAY—

Individual or centerpiece Maypoles are very lovely. Stick candy, small for the one person poles, large for the whole table poles, are used. They are stuck upright in gumdrops, so that they will stand alone. Half a dozen bits of colored ribbon, in assorted shades are pinned to the tops of the poles. When they are swirled gracefully about the candy sticks, the May pole illusion is complete.

JUNE—

Paper dolly-backed corsages made from gum drops are quaint and very attractive. They may be bought ready made at the confectioners. Home made ones are just as attractive.

Inch high flower pots, earth filled, and planted with wee blooming plants prove lovely table favors. They would not be inappropriate set on the plates if no table is used in serving.

JULY—

The trick of sticking tiny silk flags into the tops of salad servings, ices or sandwiches has been used many times, but is still very effective. Not so usual is the "liberty bell." Stores handle tiny bells, usually in demand around Hallowe'en time. With pencil, pen or brush a tiny crack may be added to each bell. Impaled on the end of spit tooth picks they are set swinging from the top of the "piece de resistance" of plates. The fact that they tinkle as they are moved will be very much to the good.

AUGUST—

For the dog days wee dogs are nice. Pipe cleaners scream to be converted into wooly dogs. Cotton and yarn fall into shape easily. Ribbon and silk may be used. Ten cent stores offer wee china dogs in assorted sizes from a penny up.

SEPTEMBER—

Tiny two or three inch lunch baskets or boxes are filled with candies or nuts and used as favors. A little search will yield candies which resemble small apples, oranges, even bananas.

For variety refreshments themselves may be served from gaily enameled dinner pails, each containing an individual serving.

OCTOBER—

Pumpkin lanterns are easily carved from oranges. For variety, orange Chinamen are good. Here's how. At eye level height, the lower arcs of two circles are described. The

knife is inserted a short way and a lifting motion used. Two heavy lidded, almond shaped eyes result. A triangle is cut away for a nose. A large, half moon is slashed for a mouth. As with the eyes, the knife pulls forward a bit of the skin, thus forming puffy lips. Ears are slashed semi-circles—pulled forward with the knife to stand out a bit. A largish circle cut about the crown of the head makes the hair line. Lifted by means of the knife, a shock of hair, cut Chinese fashion, seems to result.

NOVEMBER—

November must have turkeys. Large pine cones form the bodies. Pipe cleaners make the heads. Red ink brings out the wattles. Legs (beautifully scaled) are made from pine twigs. Circles of red, brown and blue cellophane give the tails an iridescent touch.

Pop corn balls, shaped to resemble ears of corn and wrapped in green waxed paper will lend the illusion of fresh corn. For ripe corn tan crepe paper may be used as a covering.

DECEMBER—

What about some Apple Santa Claus men?

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Apples should be plump and red. Marshmallows form the heads. Bits of cotton circle head tops and tuck beneath chins for beards. "Tummies" are outlined with cotton. Three tooth picks will be needed to make each Santa stand erect. Melted chocolate, applied by means of small brushes, will be useful in giving Santa features.

A LAND OF SUGAR PLUM LUNCHEON OR BANQUET

Annie Dale

It makes not a whit of difference whether the meal is served in a home, a school cafeteria, a club tea room, or a hotel dining room. Decorations remain essentially the same.

Pigs, penguins, pelicans, dogs, ducks, cats, and cranes, not to mention half a hundred other animals known and unknown may be made at home. They will prove ever so sweet—for they are made from candy and dried fruits. Nor are they particularly difficult to make either.

Gum drops will be needed, in as many colors and shapes as local stores offer. A bunch of raisins will be useful, as will a box of unstoned dates. A box of marshmallows should be thrown in. A handful of tooth picks will be handy. The table top on which one works should be covered with brown paper to keep the room and the "animals" themselves clean. A pair of scissors completes equipment.

Experimentation will help. The first "animal" may not prove so very satisfactory. Soon it will be easy to make all sorts of creatures, some of which nobody ever saw the like. For instance a marshmallow to which is added a small gum drop head, with wings of bits of date and a beak slashed from a longish gum drop will look surprisingly like a penguin. Stuck into a dome gum drop by means of a bit of tooth pick Mr. Penguin will stand. He will serve nicely as a place card holder, a favor or part of the centerpiece. Mr. Turtle is a plump prune with raisin legs and a head made from a bit of clove. A giraffe is gumdrops from head to foot. Finger drops form legs and neck.

Each table is provided with an elaborate centerpiece. Rick-rack fences may be built of stick candy (the quarter inch thick kind). Wee gingerbread houses are built from slabs

of spice cookies. Pools, gardens and wee bridges are mirrors edged with moss and grasses. Wee seedlings or artificial trees spring up here and there. About the grounds roam all sorts of animals.

Each guest is honored by a place card to which is attached a sugar plum animal. An appropriate Mother Goose rhyme may be penned on each place card. In this way each guest is assigned some Mother Goose character to represent, and woe be unto the guest who falls out of character during the meal.

The program preserves the childhood days and story book theme. Music should be music for little folks. Songs should be songs about children. Readings or talks too, had better preserve the little folks motif. Dances fit in best when the dancer is romper or sun suit clad.

If expedient, guests may be asked to come dressed as children. If this is inconvenient, the young women should be offered crepe paper hair ribbons and the men Windsor ties of the same material. Whistles, balloons, squeakers, any and all small knickknacks associated with childhood days may be distributed as favors.

Informality is the keynote of the occasion. A turn loose and be gay spirit should be fostered.

The party will not be out of keeping with a several course meal. But if it is served in a school, club or home, the youngster motif might be preserved even in the food. Sandwiches or cookies may be cut with animal cutters. Ice cream might be served in cones, all day suckers will be appreciated. Paper napkins with kiddie designs will help.

The curriculum of our present-day high school is so constructed that it takes care of the fields of science and art. but there is no place given to philosophy.—Preston A. Wright.

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GENNETT RECORDS

Richmond, Indiana

January, 1936

School Activities Book Shelf

GETTING ALONG WITH PEOPLE, by Milton Wright. Published by Whittlesey House, McGraw-Hill Book Company, Inc., 1935. 310 pages.

This book is one of the practical suggestions to help the reader understand other people, attune his conduct to theirs, and win their friendship, their respect and their co-operation. It shows how to utilize fundamental emotions and instincts in making one's contacts with others smoother, pleasanter and more resultful. It gives sensible suggestions for attracting favorable attention, for establishing right relations, for building reputation, for expressing one's self effectively. It is a book that should be in the library of everyone whose future depends upon successful *getting along with people*.

BUILDING CHARACTER THROUGH DRAMATIZATION, by Jessica Childs. Published by Row, Peterson, and Company, 1934. 374 pages.

This book grows out of the author's belief in the importance of play building, or creative dramatics, in its relationship to character building. It gives directions for many of uses of the auditorium to advantage in character development for both children and adults. It shows how the work in the curriculum subjects may be so used as to give character building value as auditorium projects. In it the principles of building original program material are brought out, and specimen items are methods prescribed. This book offers a world of practical ideas.

HOW TO READ ALOUD, by H. H. Fuller and Andrew Thomas Weaver. Published by Silver, Burdett and Company, 1935. 190 pages.

This book was written to meet the needs of high school English classes in the interpretation and appreciation of literature. It presents the groundwork and minimum essentials of good oral reading and a number of choice selections for class study. Creating the setting, phrasing in the reading of verse, how to commit to memory easily and effectively, and how to use the voice are some of

the phases of the subject treated. With the need for oral reading increased many fold by the radio in modern life, the effect of this book is needed in many schools.

THE CITIZEN AND HIS GOVERNMENT, by John A. Lapp and Robert B. Weaver. Published by Silver, Burdett and Co., 1935.

Here is a text book on the vitally important subject of the conduct of our government which presents government from the functional point of view. The subject is discussed as a living, changing agency of the people for the management of their common affairs. Projects and activities are suggested at the end of each unit of study to develop an attitude of open-mindedness and to foster the willingness and sense of responsibility of the citizen to co-operate for the common interest of the community, state and nation. The student is encouraged to think for himself, to understand all sides of governmental problems and to make his contribution in the development of the social and political community of his generation. To quote, "The citizen should take a hopeful attitude toward the government as his agency for solving problems. Although he knows that in all human affairs mistakes are made, he will do his utmost to press for intelligent solutions. He will not be afraid of things that are new because he understands that the institutions which he now reveres were all new once. . . . The citizen will be neither a foolish optimist about the workings of his government, nor a pessimist in the face of evils which seem to indicate failures of democracy." The authors have made a definite contribution in this text on the vital subject of intelligent and responsible citizenship.

PERSONALITY MALADJUSTMENTS AND MENTAL HYGIENE, by J. E. Wallace Wallin. Published by McGraw-Hill Book Company, Inc., 1935. 511 pages.

Where formerly the field of mental health was commonly supposed to be concerned only with cases of very serious abnormality, usually designated as "insane," the modern concept is that all of us are "insane" in some

things—that is, that we all have difficulty in making happy and wholesome adjustments in some of the many, varied, and important relationships of our lives. Hence the great present interest of professional educators in this field.

For the purpose of providing those responsible for proper education and adjustment with an illustrated background of theory and a program of definite assistance, Dr. Wallin has written an introduction to the problems of mental health and mental hygiene.

Part I, comprising slightly more than one-third of the book, is devoted to a consideration of the concept of mental health and hygiene; the remedial, preventive, and positive objectives of the program; the related physical, psychological, social, and educational factors; and a discussion of the types of children with which the program is mostly concerned.

Part II deals with the symptoms of personality maladjustment, describes specific types of faulty methods of solving problems and indicates corresponding appropriate remedial and preventive measures. The appendix of ten pages contains very specific suggestions for overcoming stage fright and other forms of fear.

The authorship is competent, based as it is upon many years of first hand professional experience, including more than 13,000 case studies. The presentation is direct, interesting, free from any unnecessary technical terms (those included are briefly explained), readable, and well illustrated with actual cases. The author's modesty seen in his cautioning the reader against "assuming that finality has been reached in this discussion," and his position that "he (the reader) should familiarize himself with the points of view of other authors," not only shows the scientific spirit in which the problem is approached, but also is in refreshing contrast to the too-often "last word" belief and boast of many writers.

Here is a timely and practical book with which every educator, whether classroom teacher, guidance counselor, administrator, parent, or student, should be familiar.

"One of the greatest benefits that education can help to achieve is the keeping alive of the ability to laugh."—John Morris Dorsey.

Comedy Cues

Football Coach (to players)—And remember that football develops individuality, initiative, and leadership. Now get in there and do exactly as I tell you."—*Life*.

Justice

Judge—You admit you drove over this man with a loaded truck?

Driver—Yes, your honor.

Judge—And what have you to say in your defense?

Driver—I didn't know it was loaded.—*Brown Bull*.

Warning—Pun Ahead

Professor (to unruly freshman)—Tell me, sir, what has become of your ethics?

Freshman—Oh, sir, I traded it in long ago for a Hudson.—*Annapolis Log*.

"It says here that we haven't reached the millennium," said Bob. "What is the millennium?"

"Well," replied his sister, who was a high school freshman, "it's just the same as a centennial only it has more legs."—*Er*.

Too Fast for the Frenchman

A Frenchman was relating his experience in learning the English language, "When I discovered that if I was quick I was fast," he said, "and that if I was tied I was fast, if I spent too freely I was fast and that not to eat was to fast, I was discouraged. But when I came across the sentence, 'The first one won one one-dollar prize,' I gave up trying to learn the English language."—*Michigan Education Journal*.

With the requirement that all brakes shall be thoroughly inspected, a lot of people, instead of running over a man, will be able to stop right on top of him.—*Philadelphia Inquirer*.

She—Will you love me as much in chill December as in balmy June?

He—More, darling.

She—How more?

He—There's one more day in December, ain't there?—*Pathfinder*.